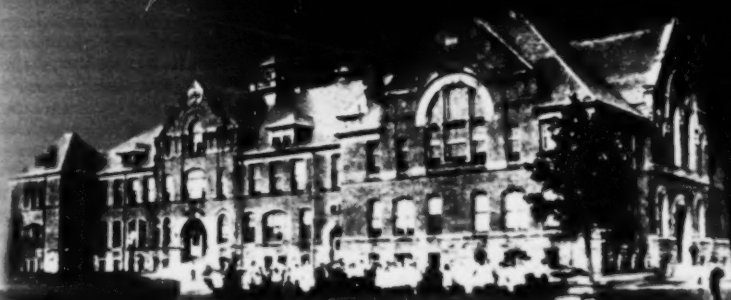
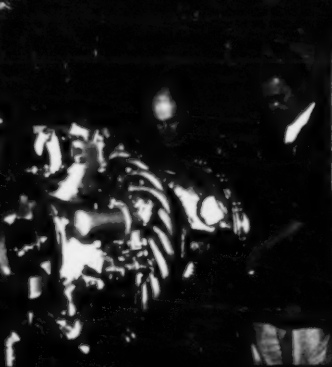




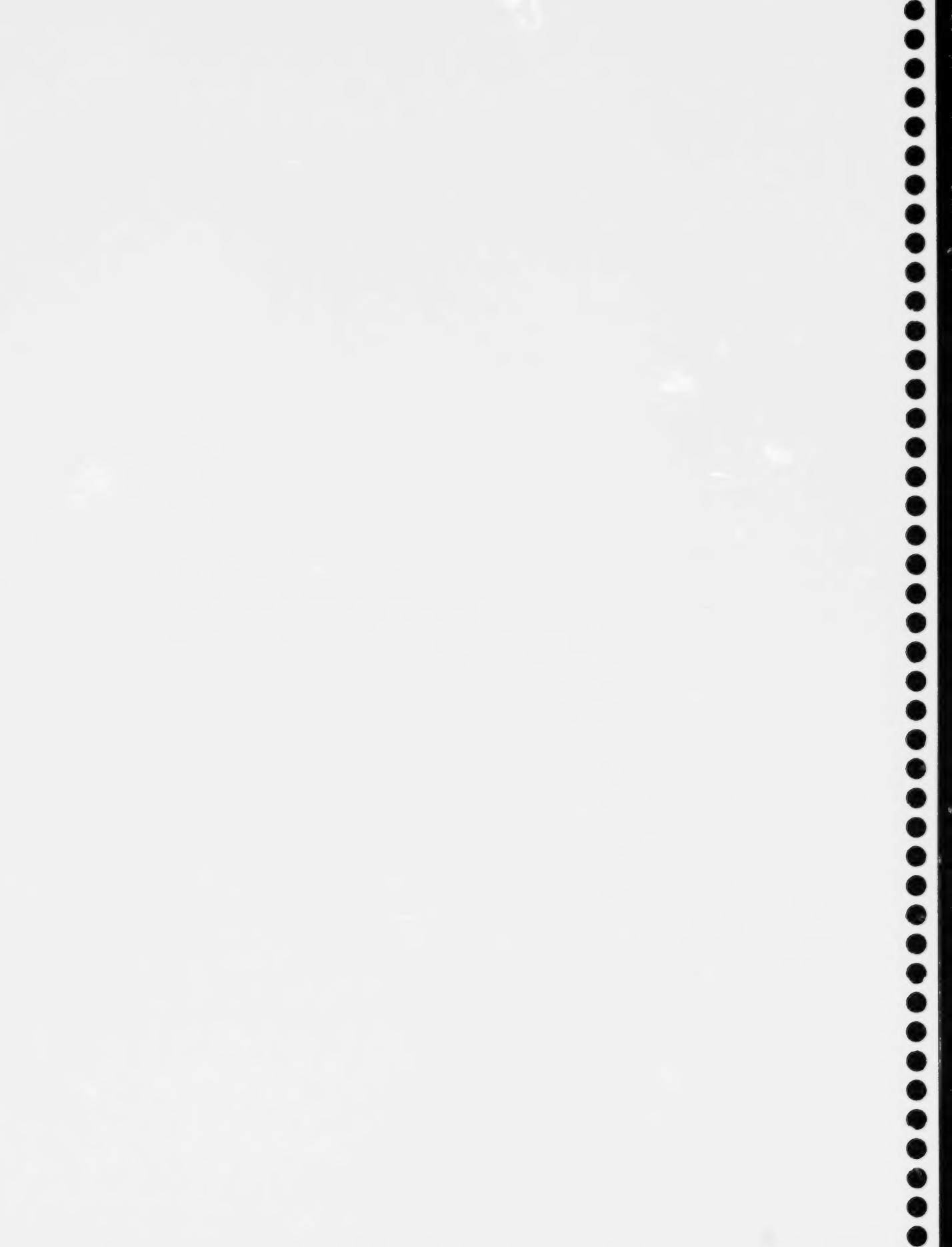
Department of
Education



Annual Report *Rapport annuel* **2003 - 2004**



Celebrating
200 Years
of
Learning
and
Innovation
in
Prince Edward Island



Annual Report Rapport Annuel

April 1, 2003 – March 31, 2004

*Prince Edward Island
Department of Education*

*Île-du-Prince-Édouard
Ministère de l'Éducation*

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Message From the Minister

Message de la ministre



To the Honourable J. Léonce Bernard
Lieutenant Governor
Province of Prince Edward Island

Son Honneur l'honorable J. Léonce Bernard
Lieutenant-gouverneur
de l'Île-du-Prince-Édouard

Your Honour:

Monsieur le lieutenant-gouverneur,

As Minister of Education, it is my privilege to submit our Annual Report for the fiscal year ended March 31, 2004.

À titre de ministre de l'Éducation, j'ai l'honneur de vous présenter ce rapport annuel pour l'exercice terminé le 31 mars 2004.

Respectfully submitted,

Je vous prie d'agréer, Monsieur le lieutenant-gouverneur, l'expression de ma haute considération.

A handwritten signature in cursive script, reading "Mildred A. Dover".

Mildred A. Dover
Minister of Education
La ministre de l'Éducation

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The Honourable Mildred A. Dover
Minister of Education
Province of Prince Edward Island
PO Box 2000
Charlottetown, PE C1A 7N8

L'honorable Mildred A. Dover
Ministre de l'Éducation
de l'Île-du-Prince-Édouard
C.P. 2000
Charlottetown (Î.-P.-É.) C1A 7N8

Honourable Minister:

It is my pleasure to submit to you this report on our performance and outcomes for the period April 1, 2003 to March 31, 2004.

This was an eventful year in our education system, one where we made substantial new investments in learning in the following ways:

- We were very pleased to increase funding to school boards and post-secondary institutions to help them enhance programs and balance their operating budgets.
- We introduced a new Instructional Staffing Model that will enable us to maintain 140 teaching positions and add 40 new teachers over the next six-year period. The addition of these teachers will help us to address the challenges of class composition and bring our class sizes in line with the best in the country.
- We invested more than \$8 million this year to expand and improve facilities at Bluefield High School and Summerside Intermediate School.

Madame la Ministre,

J'ai l'honneur de vous soumettre ce rapport sur nos activités et résultats pour la période allant du 1^{er} avril 2003 au 31 mars 2004.

Le système scolaire a connu une année fertile en événements et nous avons fait des investissements importants dans l'éducation dont voici les grandes lignes :

- Nous sommes très heureux d'avoir pu augmenter le financement accordé aux commissions scolaires et aux établissements d'enseignement postsecondaire pour leur permettre d'améliorer leurs programmes et d'équilibrer leurs budgets de fonctionnement.
- Nous avons adopté un nouveau modèle de dotation du personnel enseignant qui va nous permettre de maintenir 140 postes d'enseignant et d'en ajouter 40 nouveaux au cours des six prochaines années. L'ajout de ces nouveaux postes va permettre de régler les problèmes créés par l'effectif trop élevé des salles de classe et d'aligner le ratio sur les meilleurs niveaux au pays.
- Nous avons investi plus 8 millions de dollars afin d'agrandir et d'améliorer les installations de l'école secondaire de Bluefield et de l'école intermédiaire de Summerside.

- We also continued to invest in new curriculum, special education and early literacy.
- One of the highlights of the year was the establishment of a new school improvement planning partnership. Through this initiative, we are working collaboratively with school boards and other partners to improve the way we monitor and report on our progress.

In October 2003, we said farewell to Minister Gillan and wished him well as Minister of Health and Social Services.

I believe that with the assistance of our dedicated staff and partners, we made tremendous gains this year that will enable us to continue to maintain and improve our high quality educational services in years to come.

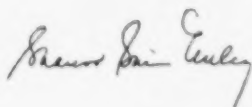
Respectfully submitted,

- Nous continuons d'investir dans les nouveaux programmes d'études, l'adaptation scolaire et l'intervention précoce en littéracie.
- Un des faits saillants de l'année est la création d'un nouveau partenariat pour la planification d'améliorations scolaires. Dans le cadre de cette initiative, nous travaillons en collaboration avec les commissions scolaires et d'autres partenaires afin d'améliorer la façon dont nous surveillons et rendons compte de notre travail.

En octobre 2003, nous avons dit adieu au ministre Gillan et lui avons souhaité beaucoup de succès dans son nouveau rôle à titre de ministre de la Santé et des Services sociaux.

Je crois qu'avec l'aide de notre personnel dévoué et de nos partenaires, nous avons fait des progrès extraordinaires cette année qui vont nous permettre de continuer à maintenir et à améliorer les services scolaires de haute qualité pendant encore bien des années à venir.

Je vous prie d'agréer, Madame la Ministre, l'expression de ma considération respectueuse.



Shauna Sullivan Curley, Q.C.
Deputy Minister of Education

Shauna Sullivan Curley, c.r.
La sous-ministre de l'Éducation

Year in Review

The Department of Education provides leadership to ensure that Islanders have effective opportunities to learn. Working with our partners, substantial progress was made this year to improve our learning environments and to address issues which influence the learning needs of Islanders.

One of our major challenges in recent years has been to provide adequate funding to school boards and post-secondary institutions as costs and demands continue to increase. We were very pleased this year to receive an overall budget increase of \$16 million, much of which went to school boards and post-secondary institutions to help them enhance programs and balance their operating budgets.

Annual grants to school boards are now \$23 million more than they were five years ago. Average provincial government spending is now over \$6,700 per year for public school students.

Recognizing the significant impact of class size on learning, we introduced a new Instructional Staffing Model which will allow us to add 40 new teachers and maintain 140 teaching positions over the next six years. These additional teachers will enable the boards to reduce class size, address the challenges of class composition and bring our student/teacher ratios in line with the best in the country. Over the past five years, 60 new classroom and specialized teachers were added.

Recognizing the need to continuously improve how we monitor and report on our performance, a new School Improvement Partnership was established during the year to strengthen school improvement planning at the school, board and department levels. The department designated human resources to lead the planning process and develop a monitoring framework.



Sarah Noonan listens intently as Education Minister Chester Gillan reads from StorySacks, a new concept in family literacy which brings a story to life. Looking on is Lori Johnston, Provincial StorySacks Coordinator.

Substantial investments were made during the year to expand and enhance learning facilities. These included an \$8 million expansion and renovation at Bluefield High School and Summerside Intermediate Schools. A new \$3.5 million expansion of Kinkora Regional High School was officially opened in May 2003. More than \$1.7 million was spent on capital repair projects at 27 schools during the year.

Recognizing the need to continuously update what our children are learning in school, we began to implement new science curriculum this year.

This program will require funding of \$1.2 million over three years for new textbooks, classroom resources and teacher training. New mathematics and language arts curricula were also implemented recently at a cost of \$3.6 million. New research indicates that students are now doing much better in mathematics at UPEI than they did before the new math curriculum was introduced.

Three autism teacher leaders were made available in 2003-2004 to provide individual support for students with autism and to introduce new teaching strategies to classroom teachers of students with autism. Three more teacher leaders will complete their training later this year.

One of the major priorities of the department is to improve early literacy. To this end, a new Reading Recovery™ teacher-leader was trained and hired, and 10 new teachers were trained in the Reading Recovery™ program which is known to dramatically improve a child's ability to read in Grade 1. We now have 43 of these teachers in our 44 elementary schools.

Funding of \$1.4 million was provided by the provincial and federal governments for adult and community education programs at Holland College. More than 1,100 adults participated in workplace and community education programs.

Of the 22,905 students enrolled in public schools in 2003-2004, 660 were in a French first language program. Over 17 per cent were enrolled in French immersion programs. PEI now has the third highest participation in French immersion programs in the country.

A French first language program began in Eastern Kings in September, making French first language education available in five sites throughout the Island.

Several initiatives were undertaken by the department to improve the quality of early childhood education including the provision of funding to increase the wages of certified kindergarten educators to at least \$12 per hour in salary and benefits. There were 1,442 students enrolled in 90 publicly funded, community-based kindergarten programs in 2003-2004.

Along with several other partners, a new accelerated Diploma in Early Childhood Education and Care program was introduced at Holland College. This program enabled employed staff with at least three years experience and the necessary academic requirements to receive their Diploma in Early Childhood Education and Care. Funding of \$200,000 was provided for the program through the Labour Market Development Agreement.

The Department of Education was pleased to provide funding to community schools which tap and transfer knowledge within communities and create affordable lifelong learning opportunities close to home. More than 4,000 Islanders enrolled in community schools in 2003-2004.

UPEI and Holland College each received additional operational funding of \$1 million to help them address rising costs and to keep tuition affordable. The Atlantic Veterinary College received an additional \$500,000 to enhance teaching and research. \$25 million was committed to the UPEI Building a Legacy campaign. An additional \$480,000 was provided to the Maritime Provinces Higher Education Commission as a contribution toward the education of students enrolled in programs outside the province which are not offered within PEI.

A new Bachelor of Education in French immersion teaching was introduced at UPEI in collaboration with l'Université de Moncton. The new program will meet a projected need for these specialty teachers and will enhance the quality of our French immersion programs by providing teachers with specialized skills.

Enrolments at both UPEI and Holland College are now at record levels. To assist students with the cost of post-secondary education, the weekly student loan limit was increased this fall by 50 per cent from \$110 per week of study to \$165 per week of study. The annual exemption for

scholarships and income earned by students increased from \$600 to \$1,700. The Community Bursary program received additional funding of \$50,000 to meet increasing demand. During the year, 5,454 students received assistance through the PEI Student Loan and Canada Student Loan programs.

The Department of Education collaborated with other departments in Atlantic Canada to establish the new Council of Atlantic Ministers of Education and Training (CAMET) in March. The new council will promote regional cooperation in all areas of education and training. It will replace the Atlantic Provinces Education Foundation (APEF).

Department staff were involved in several collaborative initiatives to attract people to the trades, including a comprehensive public education campaign which was very effective in increasing public awareness of career opportunities in the skilled trades and health care professions and occupations.

The department provided leadership to the Year of Learning and Innovation celebration which was launched in July 2003 to celebrate 200 years since land was first dedicated for higher education in Prince Edward Island. Many activities have followed, including the establishment of a Web site, tree-planting ceremonies and educational activities for kindergarten children and students at all grade levels.



Premier Binns signs the proclamation of 2004 as the Year of Learning and Innovation in Prince Edward Island. With him are Jeanette MacAulay, Holland College; Wade MacLauchlan, UPEI; 1804 Lt. Governor Edmund Fanning (in character); Minister Currie and Minister Gillan.

The department continues to support activities to increase employee satisfaction, particularly in priority areas identified by staff which included workload issues, feedback between supervisors and staff and communication and collaboration. Many wellness activities were also implemented successfully during the year to help employees improve their health and well-being.

Bilan de l'année

Le ministère de l'Éducation assure une direction pour offrir aux résidents de l'Île des occasions efficaces d'obtenir une éducation. En travaillant avec nos partenaires, nous avons fait des progrès importants cette année afin d'améliorer les milieux d'éducation et de régler des problèmes afin de mieux répondre aux besoins d'éducation des résidents de l'Île.

Ces dernières années, nous avons eu de la difficulté à financer adéquatement les commissions scolaires et les établissements postsecondaires en raison des coûts et des exigences qui ne cessent d'augmenter. Cette année, grâce à une augmentation de notre budget global de 16 millions de dollars, nous sommes très heureux d'avoir pu consacrer la majeure partie de cette somme aux commissions scolaires et aux établissements d'enseignement postsecondaire afin de les aider à améliorer leurs programmes et à équilibrer leurs budgets de fonctionnement.

Les subventions annuelles aux commissions scolaires dépassent maintenant de 23 millions de dollars ce qu'elles étaient il y a cinq ans. En moyenne, le gouvernement provincial dépense maintenant plus de 6 700 dollars par année pour les élèves du système scolaire.

Nous sommes conscients des répercussions importantes que l'effectif des classes a sur l'apprentissage. Nous avons donc adopté un nouveau modèle de dotation du personnel enseignant qui va nous permettre d'ajouter 40 nouveaux postes d'enseignant et d'en maintenir 140 au cours des six prochaines années. L'ajout de ces postes va permettre aux commissions scolaires de réduire la taille des classes, de régler les problèmes créés par l'effectif trop élevé des classes et d'aligner notre ratio élève-enseignant sur les meilleurs niveaux au pays. Depuis cinq ans, nous avons ajouté 60 nouveaux enseignants de classe et spécialistes.

D'autre part, nous reconnaissons le besoin d'améliorer sans cesse notre façon de surveiller notre rendement et d'en rendre compte. Dans cet esprit, nous avons créé un nouveau partenariat afin d'améliorer la planification des améliorations scolaires aux niveaux des écoles, des commissions scolaires et du ministère. Le ministère a affecté des ressources humaines pour diriger le processus de planification et élaborer un cadre de surveillance.



La ministre de l'Éducation, Mildred Dover, et le directeur d'école, Ross McDermott, font une présentation à Julie Collier, élève de l'école de Grand Tracadie, qui a remporté le concours provincial d'affiches pour le Calendrier de l'énergie et de l'environnement 2004.

Au cours de l'année, nous avons investi considérablement dans l'agrandissement et l'amélioration d'établissements d'enseignement. Cela comprend l'investissement de 8 millions de dollars dans l'agrandissement et la rénovation de l'école secondaire de Bluefield et de l'école intermédiaire de Summerside. En mai 2003, nous avons inauguré officiellement les nouvelles installations de l'école secondaire régionale de Kinkora qui ont bénéficié d'un investissement de 3,5 millions de dollars. Nous avons investi plus de 1,7 million de dollars cette année dans des travaux de réparation dans 27 écoles.

Reconnaissant le besoin de toujours mettre à jour le contenu de l'apprentissage dispensé à nos enfants dans les écoles, nous avons entrepris de mettre en place un nouveau programme d'études en sciences. Ce nouveau programme d'études nécessitera un investissement de 1,2 million de dollars sur trois ans pour l'achat de nouveaux manuels de cours, de ressources pour les salles de classe et pour la formation du personnel enseignant. Nous avons également mis en place de nouveaux programmes d'études en mathématiques et en arts du langage, récemment, au coût de 3,6 millions de dollars. Les dernières recherches montrent que les élèves obtiennent maintenant de bien meilleurs résultats en mathématiques à UPEI par comparaison avec la période antérieure à l'adoption du nouveau programme en mathématiques.

En 2003-2004, nous avons affecté trois enseignants moniteurs pour fournir un soutien individuel aux élèves autistiques et pour présenter de nouvelles stratégies d'enseignement aux enseignants qui ont des élèves atteints d'autisme dans leur classe. Trois autres enseignants moniteurs termineront leur formation plus tard au cours de l'année.

Pour ce faire, un nouvel enseignant formateur en intervention préventive en lecture-écriture (Reading Recovery™) a été formé et embauché, et par la suite, dix nouveaux enseignants ont été formés pour le programme Reading Recovery™ qui, dit-on, augmente de façon considérable la capacité des enfants à lire en première année. Nous comptons maintenant 43 enseignants pour ce programme dans nos 44 écoles élémentaires.

Les gouvernements provincial et fédéral ont versé 1,4 million de dollars pour les programmes d'éducation communautaires et des adultes dispensés par le collège Holland. Plus de 1 100 adultes ont participé à des programmes d'éducation offerts dans la communauté ou en milieu de travail.

Des 22 905 élèves inscrits dans des écoles publiques en 2003-2004, 660 étaient dans un programme de français, langue première et plus

de 17 pour cent étaient inscrits dans le programme d'immersion française. Le niveau de participation des élèves au programme d'immersion française à l'Î.-P.-É est le troisième plus élevé au pays.

En septembre, un programme de français langue première a débuté dans Kings-Est, ce qui porte à six le nombre d'écoles offrant l'enseignement en français langue première à l'Île.

Le ministère a mis en place plusieurs initiatives afin d'améliorer la qualité de l'éducation de la petite enfance, y compris des fonds versés afin d'accroître la rémunération des éducateurs agréés de maternelle et leur offrir au moins 12 \$ l'heure en salaire et avantages sociaux. En 2003-2004, il y avait 1 442 élèves inscrits dans 90 programmes communautaires de maternelle à l'Île.

En collaboration avec plusieurs partenaires, le collège Holland a inauguré un nouveau programme accéléré en éducation de la petite enfance. Ce programme a permis aux personnes employées ayant au moins trois ans d'expérience et la scolarité requise d'obtenir un diplôme en soins et éducation de la petite enfance. La somme de 200 000 dollars a été versée à ce programme dans le cadre de l'Entente sur le développement du marché du travail.



Les gagnants de la Fête provinciale du patrimoine 2004 avec l'honorable Elmer MacFadyen, ministre des Affaires communautaires et culturelles; l'honorable Mildred Dover, ministre de l'Éducation et le premier ministre, Pat Binns.

Le ministère de l'Éducation est heureux de contribuer des fonds aux écoles communautaires qui utilisent et transfèrent le savoir au sein des communautés et créent des possibilités d'apprentissage continu abordables et situés plus près du domicile des gens. Plus de 4 000 résidents de l'Île se sont inscrits à des écoles communautaires en 2003-2004.

L'Université de l'Île-du-Prince-Édouard (UPEI) et le collège Holland ont tous deux reçu des capitaux d'exploitation additionnels de 1 million de dollars pour les aider à faire face aux coûts croissants et à maintenir des frais de scolarité abordables. Nous avons consenti 500 000 dollars au Collège vétérinaire de l'Atlantique pour l'amélioration de l'enseignement et de la recherche. Nous nous sommes engagés à verser 25 millions de dollars à la campagne Building a Legacy de UPEI. Nous avons fait une contribution de 480 000 dollars à la Commission de l'enseignement supérieur des provinces Maritimes pour l'éducation des étudiants inscrits dans des programmes à l'extérieur de la province et qui ne sont pas offerts à l'Î.-P.-É.

En collaboration avec l'Université de Moncton, UPEI offre un nouveau programme de baccalauréat en éducation avec spécialisation en immersion française. Le nouveau programme devrait permettre de répondre au besoin prévu d'enseignants spécialisés et d'améliorer la qualité de nos programmes d'immersion française grâce à la formation spécialisée acquise par les enseignants.

L'inscription à UPEI et au collège Holland a maintenant atteint des niveaux records. Pour encourager les étudiants souhaitant faire des études postsecondaires, nous avons augmenté la limite hebdomadaire des prêts étudiants de 50 % cet automne. Cette limite est ainsi passée de 110 dollars à 165 dollars par semaine d'étude pour les étudiants. Pour sa part, l'exemption annuelle pour les bourses et le revenu gagné des étudiants est passée de 600 dollars à 1 700 dollars. Pour répondre à la demande croissante, nous avons versé 50 000 dollars au

programme de bourses communautaires. Cette année, 5 454 étudiants ont bénéficié d'une aide financière dans le cadre du programme de prêts aux étudiants de l'Î.-P.-É. et du Programme canadien de prêts aux étudiants.

Le ministère de l'Éducation a collaboré avec d'autres ministères à la création, en mars, du nouveau Conseil des ministres de l'Éducation et de la Formation des provinces atlantiques (CMEFPA) qui remplacera la Fondation d'éducation des provinces atlantiques (FEPA). Le nouveau Conseil fera la promotion de la coopération régionale dans tous les domaines de l'éducation et de la formation.

Le personnel du ministère a collaboré à plusieurs initiatives concertées visant à attirer des gens vers les métiers. Une vaste campagne de sensibilisation du public a permis d'accroître la sensibilisation aux débouchés de carrière dans les métiers spécialisés ainsi que les professions et les emplois du domaine des soins de santé.

Le ministère a joué un rôle de premier plan dans les célébrations de l'Année de l'apprentissage et de l'innovation, lancée en juillet 2003, pour souligner 200 ans d'enseignement supérieur à l'Île-du-Prince-Édouard. En effet, il y a 200 ans, des terrains ont été mis de côté pour la mise sur pied d'un collège à l'Île. Plusieurs activités ont été organisées dans la foulée des célébrations, notamment la création d'un site Web, la plantation d'arbres et des activités scolaires pour les enfants de la maternelle et les élèves de tous les niveaux scolaires.

Le ministère continue de déployer des efforts pour améliorer la satisfaction des employés, particulièrement dans les domaines identifiés comme étant prioritaires par ceux-ci, notamment la charge de travail, la rétroaction entre les superviseurs et le personnel, la communication et la collaboration. Beaucoup d'activités pour favoriser le mieux-être ont été organisées durant l'année pour aider les employés à améliorer leur santé et leur bien-être.

Department of Education Strategic Plan

Vision, Mission, Principles and Goals

Vision Statement

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural and physical potential. The Department of Education is the leader in ensuring equitable opportunities for lifelong learning. We work with individuals, communities and other partners to enable them to value the past, embrace the present and shape the future.

Mission Statement

The mission of the Department of Education is to make its vision a reality by providing leadership in the pursuit of excellence and by creating effective learning opportunities for all. Specifically, the Department of Education is responsible for acceptable results in the following areas:

- quality of legislation, regulation and policies for public education, continuing education and training;
- quality of programs and services for public education, continuing education and training;
- public and client satisfaction with the department's programs and services;
- accessibility and equity of programs and services and
- employee satisfaction.

Guiding Principles

The Department of Education is responsible for ensuring equitable learning opportunities for lifelong learning in Prince Edward Island.

Values, beliefs and principles are the foundation for leadership and decision-making within the organization. The Department of Education believes that an informed and knowledgeable citizen is critical for a vibrant, democratic society.

We value:

- our human resources,
- public service,
- timely and relevant communication,
- innovation and creativity,
- delivery of high-quality services, and
- honesty and respect.

We believe that:

- responsibility for learning is shared among individuals, families and communities;
- everyone has the right to learn;
- learning occurs in many different ways, in many different places and at many different ages; and
- all learners have the right to access learning opportunities to enable them to reach their potential.

Our values and beliefs are reflected in organizational principles which are vital to a healthy work environment.

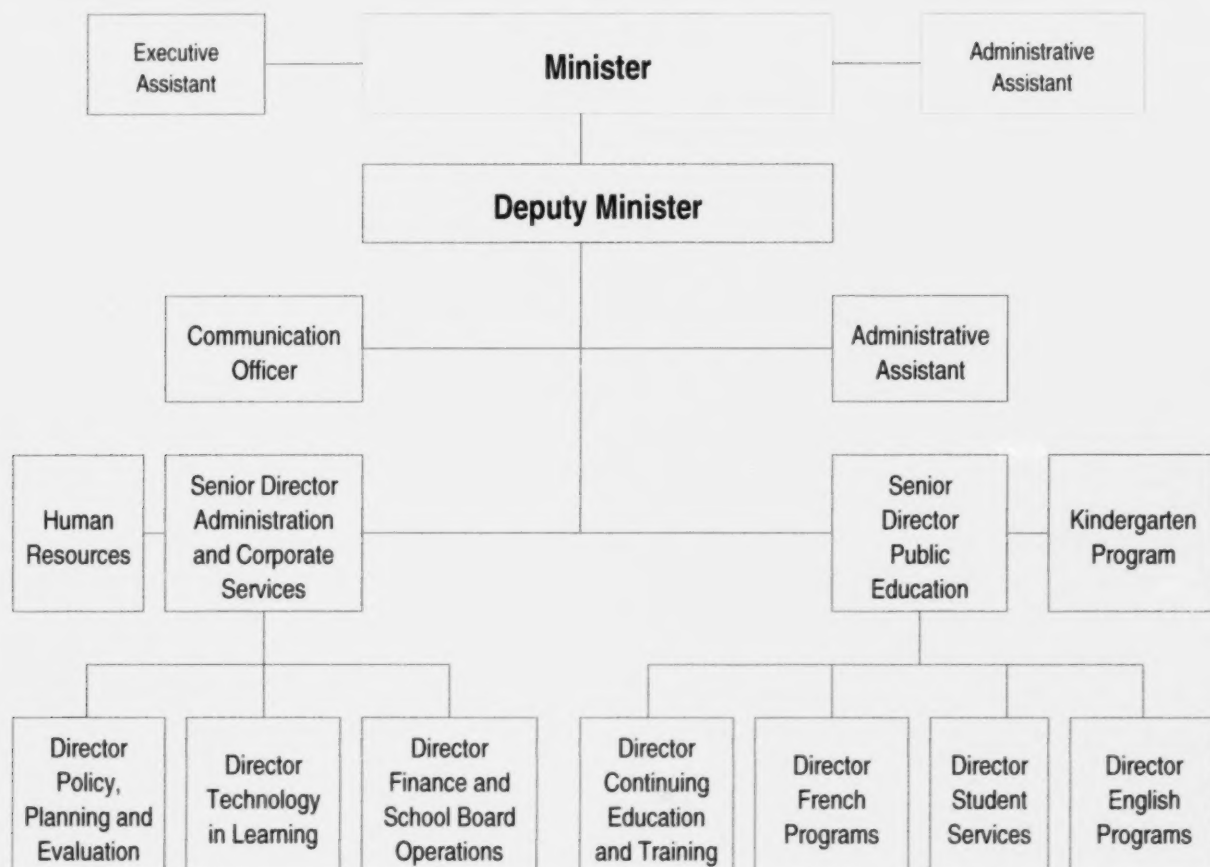
- The mission statement for the Department of Education will form the basis for decision-making.
- The divisional and sectional roles and responsibilities must be clearly reflective of the department's vision, mission, values and beliefs.
- The roles and responsibilities of individuals in the department will be clearly defined.
- The accountability framework for the department will include a monitoring system for measuring results.
- A good communication plan is essential for a well-functioning workplace. It must include timely information, flowing across the organization.
- Every individual in the department recognizes the value of teamwork, and will be encouraged to take advantage of opportunities for working together. Co-operation means respect for others. The department will promote an atmosphere for the creative exchange of information and ideas.
- Staff initiative and empowerment to complete the job at hand is critical for success. The department will provide training and professional development opportunities to staff to develop their skills and abilities.
- Co-operation among partners in education is fundamental to the success of our mission.

Department of Education Goals

- ▣ *Improve lifelong learning outcomes in PEI*
- ▣ *Increase public and client satisfaction with department programs and services*
- ▣ *Improve employee satisfaction*
- ▣ *Improve collaboration with and influence on education partners, departments, governments and institutions who have an impact on our clients*
- ▣ *Improve accountability*

Department of Education Organization Chart

as of March 31, 2004



Minister's Roles and Responsibilities

The minister shall:

- define the goals, standards, guidelines, policies and priorities applicable to the provision of education in Prince Edward Island;
- research and assess changing needs, trends and approaches in education and develop and implement strategic plans;
- provide leadership and coordination in developing curriculum, defining curriculum, articulating curriculum standards and assessing and evaluating programs at each level;
- establish expected outcomes and standards of performance and assess the extent to which outcomes are achieved and standards are met;
- establish policies for the provision of special education services;
- establish rules respecting the granting of credits, provincial certificates and diplomas;
- establish the school calendar in accordance with the regulations and
- establish an accountability framework for the school system.

The minister may:

- approve and establish courses of study, including the amount of instruction time;
- approve educational programs and instructional material for use in the schools and educational resource materials in support of educational programs;
- prohibit, where the minister considers it necessary, the use of educational programs or instructional materials in schools;
- approve the conduct of pilot, experimental or local programs in schools;
- establish such policies respecting educational services as the minister considers necessary;
- establish policies respecting the assessment and evaluation of students;
- establish classes and categories of instructional licences and authorizations to substitute for teachers;
- determine the number and type of positions in each school board and
- take such action as the minister may consider necessary for the purpose of carrying out the minister's powers, responsibilities or functions under the *School Act*, 1993, c.35, s.7; 1994, c.56, s.4; 1996, c.40, s.1.

Deputy Minister's Roles and Responsibilities

The Deputy Minister of Education is responsible to the Premier and to the Minister of Education and is a member of the Senior Management Team within government. As the senior public servant in the department, the deputy minister is responsible for leadership in promoting lifelong learning by achieving acceptable results in:

- quality of legislation, regulation and its enforcement for all acts assigned to the department;
- quality of programs and services in public education, continuing education and training;
- quality of policies in public education, continuing education and training;
- public satisfaction with the department's performance;
- client satisfaction with department's programs and services;
- quality of educational and other departmental outcomes;
- impact of the department's programs and services on educational, economic, social and cultural outcomes;
- cost effectiveness of the department's programs and services and the condition of the department's finances;
- employee satisfaction and performance;
- occupational health, welfare and safety of department employees and
- condition of the department's physical assets.

Roles of Divisions

Public Education Branch

The Public Education Branch is responsible for the education continuum which encompasses kindergarten through to the variety of adult learning systems. The branch carries out its work through four divisions and one section:

Continuing Education and Training

The Continuing Education and Training Division is responsible for facilitating the delivery of education and human development programs and services to Prince Edward Island lifelong learners and ensuring that learners have access to post-secondary education. Within this division, there are five work units:

- ▶ Post-secondary Education and Continuing Education,
- ▶ Apprenticeship Training,
- ▶ Literacy Initiatives Secretariat,
- ▶ Student Financial Services and
- ▶ The Registrar's Office.

English Programs

The English Programs Division is responsible for developing, implementing, evaluating and supporting high-quality curriculum, programs and services in English to meet the needs of students in the public school system of PEI (Grade 1 to Grade 12). The division provides leadership, coordination and support in the development and maintenance of quality learning programs, courses and resources for the Prince Edward Island public school system.

French Programs

The French Programs Division is responsible for developing, implementing, evaluating and supporting high-quality curriculum, programs and services to meet the needs of students in the public school system of PEI (Grade 1 to Grade 12) and provides opportunities for French language acquisition. These programs are made available to three sectors of the educational system: French first language, French immersion and core French.

Programmes en français

La Division des programmes en français est responsable d'élaborer, de mettre en oeuvre et d'évaluer des programmes d'études, des services et des initiatives de haute qualité pour répondre aux besoins des élèves du système scolaire de l'Î.-P.-É. (1^{re} à la 12^e année); d'assurer un soutien à cet égard et d'offrir des possibilités d'apprentissage de la langue française. Ces programmes sont dispensés dans trois secteurs du système scolaire : français langue première, immersion française et français de base.

Student Services

The Student Services Division is responsible for providing leadership, services and support in the following areas: special education, youth leadership, career development, Provincial Adolescent School, alternative education programs, school counselling, tutoring services to children who have visual or hearing impairments, diversity education and aboriginal education. The division provides special learning materials, monitors home schooling and coordinates other programs including youth initiatives such as Allied Youth and the Duke of Edinburgh awards. The division establishes criteria for and supports the provision of teacher assistants and youth service workers.

Kindergarten Programs

The Kindergarten Programs Section is responsible for the Island's community-based, publically funded kindergarten programs for five-year-old children. The role of this section is to provide leadership and support to educators and owner/operators, and to develop curriculum and policy that reflects and supports a unique approach to kindergarten. This section is also responsible for funding a core program and for communication within government and with the community.

Administration and Corporate Services Branch

The Administration and Corporate Services Branch is responsible for the provision of quality services to both internal and external clients in support of the mandate of the department. These services include general administration, financial administration, planning, program evaluation, student assessment, research, technology support, human resources and pension administration. The branch carries out its work through three divisions and one section.

Finance and School Board Operations

The Finance and School Board Operations Division is responsible for providing administrative and financial support services to the department and to the public education system in compliance with legislation and established government and department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, teacher pensions and school facilities. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards.

Policy, Planning and Evaluation

The Policy, Planning and Evaluation Division is responsible for providing leadership, advice and support to the department in the areas of: strategic planning, monitoring framework, program evaluation, student assessment, research and analysis, policy development processes, intergovernmental and interdepartmental affairs/issues and special projects. The division is responsible for the *Freedom of Information and Protection of Privacy Act* and the *French Language Services Act*.

Technology in Learning

The Technology in Learning Division provides leadership in the development of policies, procedures and standards for the use and delivery of technology in the department and the public school system. The division offers quality technical support, and research and evaluation to clients for computer hardware, software, wide area network (WAN) and local area networks (LANs), information systems and infrastructure, as well as quality professional support in curriculum development and communication and information technology (CIT) integration.

Human Resources

The Human Resources Section is responsible for personnel and payroll administration and human resource planning and development for the department.

Communication Officer

The Communication Officer reports to the Minister's office and works with all divisions to ensure consistent information is communicated throughout the department. This position is responsible for planning, implementing and evaluating a broad range of communications activities for the department and for government. The communication officer also coordinates events and announcements related to department programs and initiatives.

Legislative Responsibility

Legislation

Legislation administered by the Department of Education for which the Minister of Education is responsible:

- *Apprenticeship and Trades Qualification Act*
- *Holland College Act*
- *Island Regulatory and Appeals Commission Act*
- *Maritime Provinces Higher Education Commission Act*
- *Prince Edward Island Hairdressers' Association Act*
- *Private Training Schools Act*
- *School Act*
- *Teachers' Superannuation Act*
- *University Act*

Approved Minister's Directives

Education policy is established under the *School Act* through Minister's Directives. The following directives were approved during the reporting period:

- No. MD 2003-03, School Counsellors
- No. MD 2003-04, School Board Staffing and Funding Program for the 2003-2004 School Board Fiscal Year
- No. MD 2003-05, Terms of Employment for Substitute and Fixed Term Contract Teachers
- No. MD 2004-01, Amendment to School Calendar for the 2003-2004 School Year
- No. MD 2004-02, School Calendar for the 2004-2005 School Year

Results Achieved

The Strategic Plan for the Department of Education outlines five goals:

- ▣ *Improve lifelong learning outcomes in PEI*
- ▣ *Increase public and client satisfaction with department programs and services*
- ▣ *Improve employee satisfaction*
- ▣ *Improve collaboration with and influence on education partners, departments, governments and institutions who have an impact on our clients*
- ▣ *Improve accountability*

Department Goal 1

Improve lifelong learning outcomes in Prince Edward Island

This goal ensures equitable opportunities for lifelong learning throughout the learning continuum so that individuals may develop to their full social, intellectual, economic, cultural and physical potential.

The seven lifelong learning outcomes monitored by the Department of Education are:

- Literacy,
- Citizenship,
- Knowledge and skills,
- Healthy active lifestyles,
- Communication,
- Appreciation of the arts and
- Information technology competence.

*In 2003-2004,
1,442 children or
95 per cent of five-
year-olds participated
in a literacy program.*

Lifelong learning outcome – Literacy

International Adult Literacy Survey (IALS)

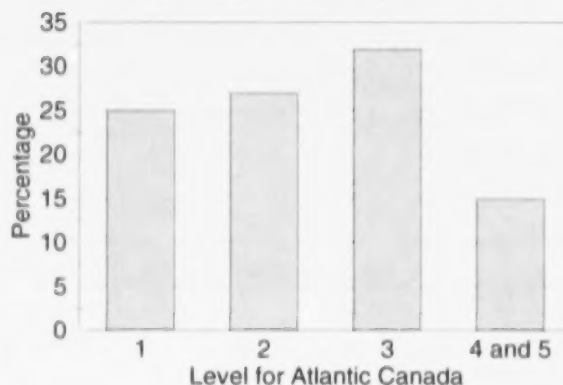
Literacy is central to the well-being of both individuals and nations. While there has been little change in the literacy profiles in Canada in the past five years, new graduates from Canadian secondary schools since 1989 are generally more literate than the previous cohorts.

IALS concludes that literacy skills are required every day – and daily practice of reading, writing and calculating sustains and enhances them.

Consequently, the literacy activities of Canadians at work, at home and in the community are critical in determining the population's literacy levels.

Literacy Skills of Adults

Percentage of adults by level



Presently, the data available for adult literacy levels, by age group, comes from the 1996 International Adult Literacy Survey (IALS). The second IALS was conducted in 2003, and will produce more current and much needed data in this area.

IALS uses a five level scale to indicate the literacy skills of adults. Individuals achieving Level 1 are those with the lowest literacy level and those achieving Level 5 are among the most literate. According to the last released results from IALS (1996), the Atlantic region has 25 per cent of the population with Level 1, 27 per cent with Level 2, 32 per cent at Level 3, and 15 per cent at the highest Levels 4 and 5. Research suggests that it takes at least five years after implementation of interventions to show an increase in literacy rates within a society.

According to 2001 Census (CCHS 2000/01), approximately 80 per cent of Canadians spend time reading as a leisure activity. Canadians tend to read more as we age, with nearly 70 per cent of Canadians aged 60 years or older reading daily.

Some numbers reflecting Islanders' reading habits

Type	Number
Public library books	800,645
Guardian circulation	22,000 Monday through Friday 23,500 Saturday
Journal-Pioneer circulation	9,800 Monday through Saturday
Eastern Graphic circulation	5,700 weekly
West Prince Graphic circulation	6,400 weekly
Island Farmer circulation	2,500 bi-weekly
Fish Farming circulation	3,100 monthly

Lifelong learning outcome – Citizenship

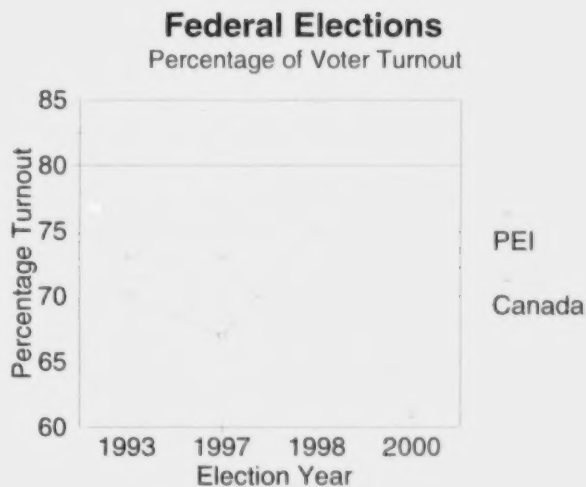
A civic society reflects demonstrated involvement in community and government at local and global levels with respect to social, cultural, environmental and economical issues. Citizenship includes: vision, leadership, understanding and respect for others and participation in the democratic process.

Voter participation rates

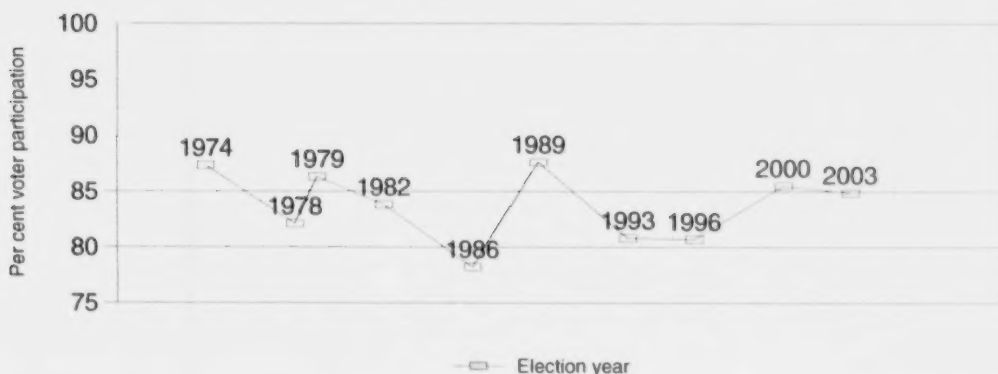
Participation in elections for Prince Edward Island (Elections PEI, 2003) exceeds participation rates of other provinces. Since the election of 1986, more than 80 per cent of eligible voters cast ballots in each provincial election. In the 2003 provincial election, 97,180 persons were enumerated; of these, 83 per cent voted.

Voter turnout for federal elections has followed the national trend in declining numbers, although consistently more Islanders vote than the Canadian average as shown in the Federal Elections figure.

In 2000, 72 per cent of eligible voters in PEI cast ballots in the general election, compared with an average of 61 per cent for Canada (Elections Canada, 2003).



Provincial Election Turnout

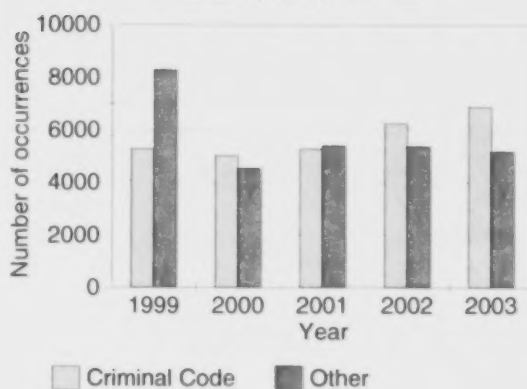


Crime Rates

Occurrences of criminal code offences reported to RCMP detachments and units across PEI have increased since 2001. Other offences, which includes criminal driving code and federal statutes offences declined by 194 reported occurrences between 2002 and 2003.

Reported Occurrences 1999-2003

"L" Division, RCMP for PEI



Lifelong learning outcome – Knowledge and Skills

This learning outcome refers to the ability to think critically, acquire and apply knowledge and skills, solve problems and make informed decisions.

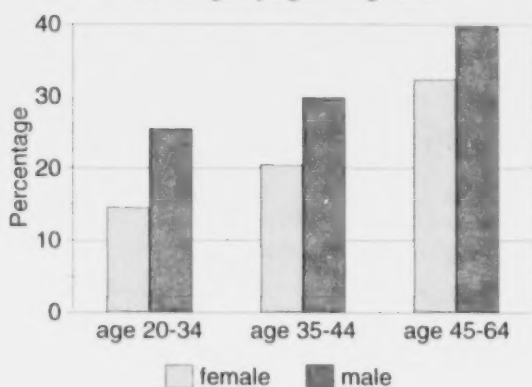
Highest level of education attainment

According to Statistics Canada (CCHS, 2000/01) the number of adults in PEI with less than a high-school certificate or equivalent is decreasing. The figures show that nearly 40 per cent of males between 45 and 64 years of age have less than a high school certificate. However, more males between 20 and 34 years of age are completing high school than a decade earlier.

Trends show that young adults are surpassing the education levels of their parents' generation. Moreover, a significant number of adults are opting to complete a high school equivalent. Last year 500 adults who had previously left school before graduating, completed a General Educational Development (GED), a high-school equivalency diploma.

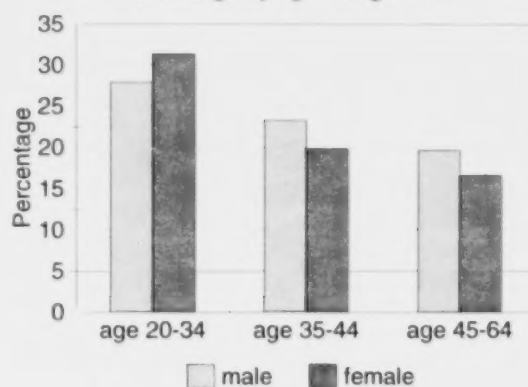
Less Than High School Certificate

Percentage by age and gender



High School Certificate

Percentage by age and gender



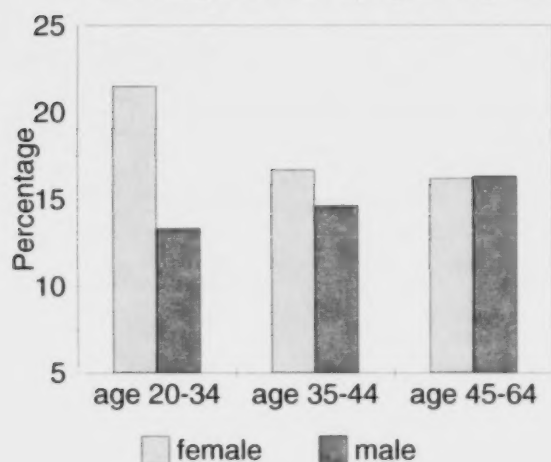
Statistics Canada (CCHS, 2000/01) also monitors the number of adults in PEI who participate in post-secondary education.

More than 20 years ago, the number of males and females attending university was relatively equal. The number of females between 20 and 34 years of age who attend university is increasing. However, the percentage of males attending university has declined. The number of females who attend college appears to have levelled off over the last two decades.

With more males completing high school, the trend suggests that an increasing number of males are opting to enter the workforce instead of furthering their education.

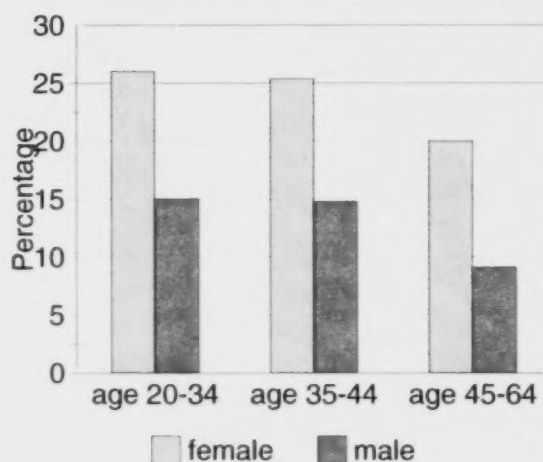
University Level Education

Percentage of adults by age and gender



College Level Education

Percentage of adults by age and gender



Percentage of students (13- and 16-years-old) performing at progressive skill/knowledge levels for mathematics, science and reading and writing – School Achievement Indicators Program (SAIP)

The purpose of this national assessment is to provide ongoing information on the performance of 13-year-old and 16-year-old students in one of three critical subject areas: reading and writing, mathematics or science. The assessment has been sponsored by the Council of Ministers of Education, Canada (CMEC) every year since 1993.

Results are reported using a four level scale – Level 1 through Level 4. Level 1 represents the lowest level whereas Level 4 represents the highest.

2002 SAIP Writing

The results of the 2002 SAIP Writing assessment indicate that nearly 78 per cent of 13-year-old students in Prince Edward Island met or surpassed writing expectations. The expectation, set by a National Expectation Setting Panel, was that 83 per cent of 13-year-olds would perform at Level 2 on the assessment.

In the assessment for 13-year-olds, most provinces, including Prince Edward Island, performed statistically the same. The expectation of the National Expectation Setting Panel was that 70 per cent of 16-year-olds would perform at Level 3 on the assessment. Nearly 52 per cent of 16-year-old students in Prince Edward Island met or surpassed this expectation.

2001 SAIP Mathematics

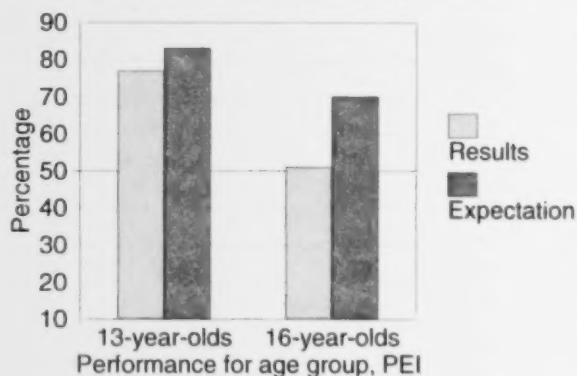
The expectation of the National Expectation Setting Panel was that 70 per cent of 13-year-olds would perform at Level 2 on the assessment. Approximately 52 per cent of 13-year-olds met or exceeded the expectation set for mathematics in 2001. The expectation of the National Expectation Setting Panel was that 60 per cent of 16-year-olds would perform at Level 3 on the assessment. Thirty-nine per cent of 16-year-olds performed at level three or above.

1999 SAIP Science

The expectation of the National Expectation Setting Panel was that 70 per cent of 13-year-olds would perform at Level 2 on the assessment. On the most recent national assessments, PEI students performed the best on the science assessment with both age groups exceeding expectations. Seventy-four per cent of 13-year-olds performed at or above level two. The expectation of the National Expectation Setting Panel was that 70 per cent of 16-year-olds would perform at Level 3 on the assessment. Eighty-one per cent of 16-year-olds performed at or above level three.

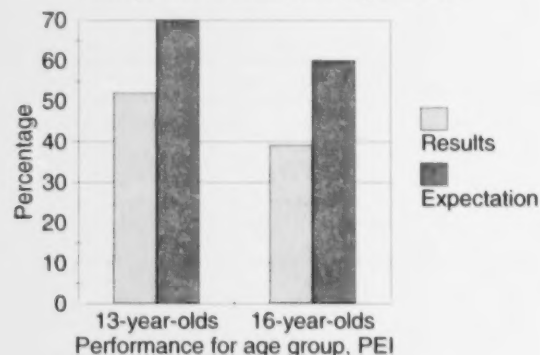
SAIP Writing 2002

Comparison of results and expectations



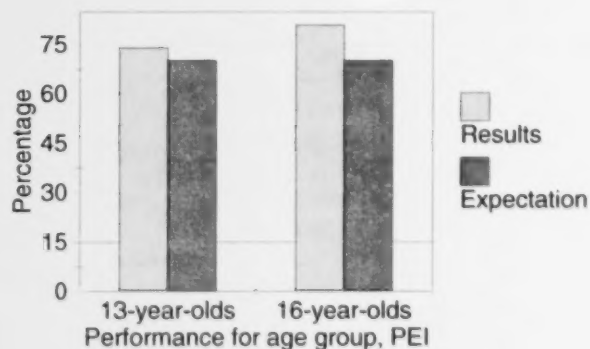
SAIP Mathematics 2001

Comparison of results and expectations



SAIP Science 1999

Comparison of results and expectations



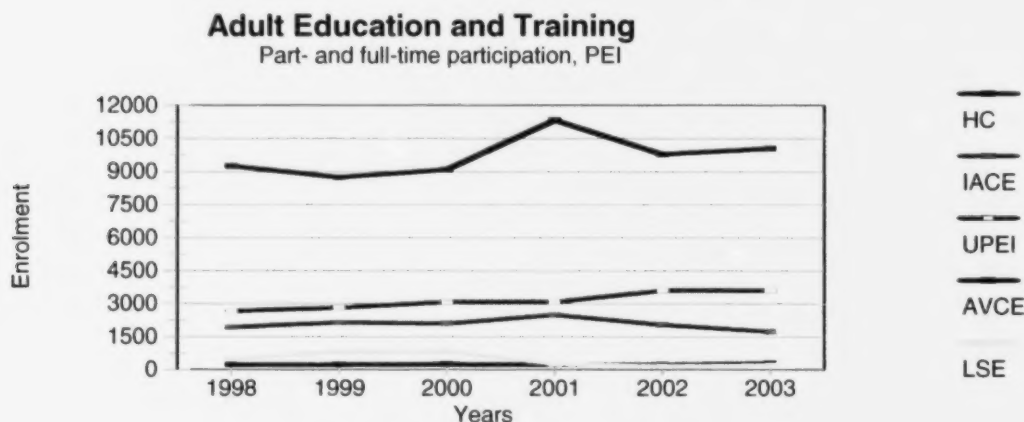
Participation rates in adult education and training

In PEI, an increasing number of adults explore formal learning opportunities, including;

- 1,000 adult learners who participated in programs at 11 centres across PEI through the Institute of Adult and Continuing Education of Holland College,
- 177 adults who participated in Workplace Education PEI,
- 218 persons who attended Workplace Education information sessions,
- 232 persons who attended workshops on StorySacks and on literacy awareness in general,
- 763 persons who attended Prior Learning Assessment and Recognition (PLAR) training/information sessions and
- 380 apprentices who attended a block of in-school technical training.

Nearly 11 per cent of Islanders over the age of 15 years are enrolled in a formal educational program (CCHS, 2000/01).

Education trends for adult learners on PEI are shown in the chart below. Enrolment at the University of Prince Edward Island (UPEI), Atlantic Veterinary College (AVC), La Société éducative (LSE) and Holland College (HC) increased. The Institute of Adult and Continuing Education (IACE) experienced a decrease of 307 learners. Enrolment for Collège de l'Acadie remained at 17 learners. Holland College has the highest enrolment of the five institutions with 10,046 persons.

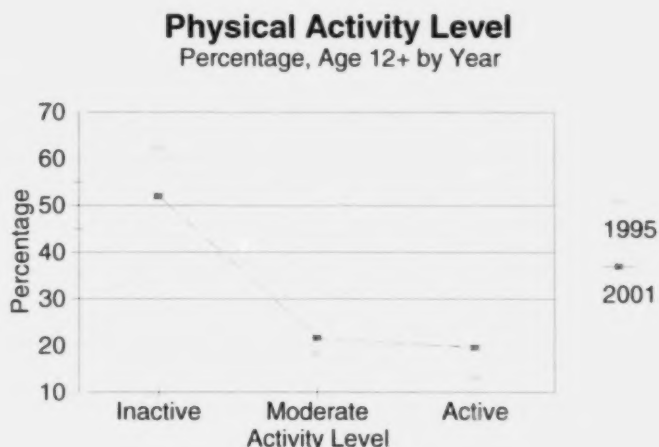


Lifelong learning outcome – Healthy Active Lifestyles

This learning outcome refers to the understanding of the benefits of an active and healthy lifestyle and how these are demonstrated.

Percentage distribution of Islanders over recommended levels of physical activity

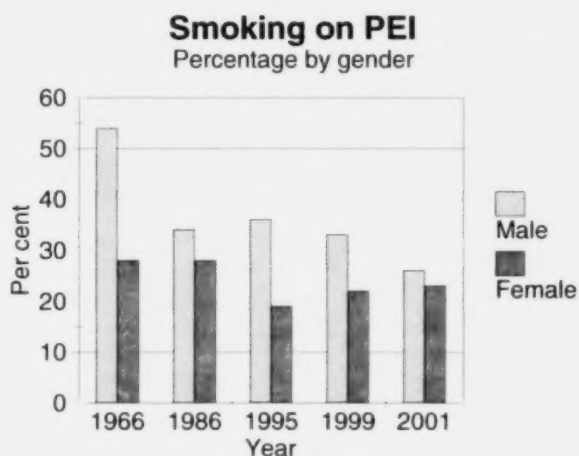
According to Statistics Canada (CCHS, 2000/01; NPHS, 1994/95), Islanders are becoming more active. In 2001, just over 50 per cent of Islanders were inactive. In 1995, just over 60 per cent were inactive. Islanders who are active made up nearly 20 per cent of the population surveyed, an increase of nearly seven percentage points during the same six-year period.



Percentage and rate of smoking

Overall, the number of people smoking on PEI has declined. Although the rate of smoking among females increased between 1997 and 2001, there are fewer female smokers than male smokers. As of 2001, just under 50 per cent of Islanders smoked, a decline of six percentage points since 1995 (Statistics Canada: CCHS, 2000/01; NPHS, 1994/95).

Recent data from Health Canada's Canadian Tobacco Use Monitoring Survey, 2003, reports that 21 per cent of Islanders aged 15 years and over smoke on a daily basis. Currently in PEI, 18 per cent of females and 25 per cent of males aged 15 years and older smoke, 31 per cent of Islanders have quit smoking and 48 per cent never smoked.



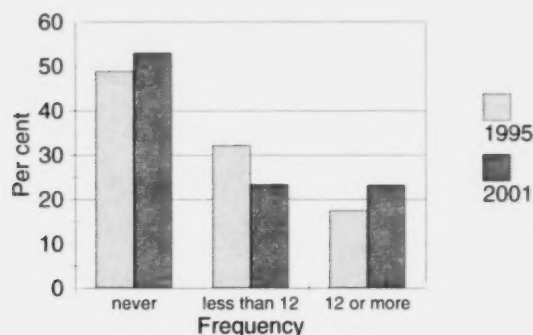
According to the 2002 PEI Student Drug Survey, Highlights Report, the rate of smoking among PEI students increased with age. However, smoking rates declined among students of all grades.

Percentage and rate of alcohol and drug use by age

The 2002 PEI Student Drug Survey, Highlights Report, states that alcohol consumption increases with age during school years. In 2002, 81 per cent of students drank alcohol by the time they reached Grade 12. Statistics Canada (CCHS, 2000/01) data supports these findings with 44 per cent of males, and 28 per cent of females between 12 and 19 years of age, drinking alcohol.

According to Statistics Canada (CCHS, 2000/01; NPHS, 1994/95) the majority of people who drink alcohol, consume less than five drinks per occasion. The percentage of people consuming five or more drinks per occasion has decreased by nearly 10 points. Twenty-three per cent of respondents reported heavy drinking in the 2001 Census, an increase of nearly five percentage points.

Consuming 5+ drinks per occasion
Past 12 months



Lifelong learning outcome – Communication

This learning outcome refers to the ability to exchange and understand information through a variety of media.

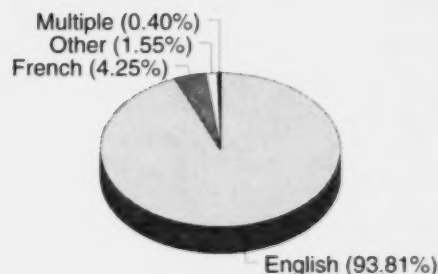
Percentage of residents who report themselves as bilingual

Statistics Canada Profile for Prince Edward Island (CCHS, 2000/01) reports that nearly 12 per cent of the population is bilingual. English is the mother tongue of approximately 94 per cent of the population.

Percentage of students taking courses in French

The University of Prince Edward Island offers 27 courses delivered in French: 345 learners were enrolled in 21 courses offered in the French Department and 28 learners were enrolled in six courses in the Faculty of Education. Out of the 3,602 part-time and full-time students enrolled at UPEI, 10 per cent were enrolled in a course delivered in French.

Use of language on PEI
Per cent Distribution



Within the public school system, 100 per cent of students in grades four through nine took core French. Overall, a total of 57 per cent of students, across all grades, took core French.

Eighteen per cent of students were enrolled in French immersion. Last year 62 per cent of all students were enrolled in a French language program in the PEI school system.

Lifelong learning outcome – Appreciation of the Arts

This learning outcome refers to the awareness of various forms of artistic expression and the ability to find personal meaning and relevance within the arts.

Number of learning opportunities and students attending community schools

Thirty-five community schools across PEI offer up to 20 courses (more in some instances) at each location. Four thousand students participated in community schools across the province.

Level of appreciation of the arts

College of Piping – Approximately 200 dancers were enrolled. One hundred pipers and drummers received The Doug and Debbie Hall Scholarship. Total enrolment for the college was approximately 300 students. As well, summer workshops attracted over 100 participants. Two international students attended the college on a full-time basis.

*There are 49,460
registered public library
users on PEI.*

Confederation Centre of the Arts – 62,000 Islanders attended centre performances, 24,283 children attended the centre as part of a school activity and 12,505 persons visited exhibitions at the centre.

Public Libraries of PEI were registered for use by 49,460 Islanders. In total, 800,645 books were in circulation.

Approximately 300 dance students between the ages of three and 65 years were enrolled at the Dance Umbrella.

Over 96,000 people visited the seven provincially owned PEI Museum and Heritage Foundation sites, including Government House – an increase of nearly five per cent over the previous year.

The Island Dance Academy provided instruction in ballet and jazz to approximately 230 students, four to 18 years of age.

At UPEI, 50 full-time and three part-time students were enrolled in a music program and 10 full-time students were minoring in Fine Arts.

All public school students in grades 1 to 6 participated in art curricula. In grades 7 to 12, 1,830 public school students were enrolled in music courses. Styles of Popular Music, a local course in four schools, has an enrolment of 193 students. Drama and art programs have respective enrolments of 180 and 460 students.

Lifelong learning outcome – Information Technology Competence

This learning outcome refers to the ability to understand and use information technologies effectively for daily living and work experiences.

Number of learning opportunities provided for students using information technology in grades 1 to 12

In total, 1,906 high school students participated in 84 sections of Computer and Information Technology (CIT) related courses.

Student/computer ratio

The ratio of students to computers in schools is 5:1.

Participation in computer training (Adult Education and Training)

Provincially regulated private training schools provide the following computer training in the adult education and training sector:

- 22 programs leading to employment in Information Technology occupations;
- 44 programs to develop competency in the use of computer applications and
- in-service and upgrade training in computer use to private sector businesses, government and public organizations, as well as individuals.

Thirty students participated in community-school-based computer training.

Four hundred students participated in computer training in association with the Literacy/ABE Program.

Twenty-one employees received computer training through Workplace Education PEI.

Department Goal 2

Increase public and client satisfaction with department programs and services

Percentage of public opinion and client satisfaction

The department recognizes the importance of increased client and public satisfaction. During the year, work began to develop an instrument that will monitor public and client satisfaction. Measures of satisfaction pertaining to clients of Technology in Learning and Continuing Education and Training (Student Financial Services) will be reported in the next annual report.

Apprenticeship satisfaction – 74 per cent enrolled were satisfied or very satisfied with all areas of apprenticeship training.

Department Goal 3 *Improve employee satisfaction*

Employee satisfaction is linked to performance and opportunities for professional development. It is the Department of Education's objective for 2004-2005 that 90 per cent of employee respondents report that they are satisfied or very satisfied for all questions on the Employee Satisfaction Survey (ESS).

Percentage of employee satisfaction

Department employees were asked to indicate the level of satisfaction for 39 items, on a scale of one (very dissatisfied) to four (very satisfied). The numbering of the items included sub-questions. (Note: due to the change from a five-point response scale to a four-point scale, comparisons cannot be made to previous years' survey results.)

Employee satisfaction

Items that met or exceeded the standard of 90 per cent	10
Items that met or exceeded the objective of 80 per cent and less than 90 per cent	20
Items that were less than the objective of 80 per cent	9

ESS Summary

Eighty-nine per cent of staff participated in the 2003 departmental Employee Satisfaction Survey. Staff reported high levels of satisfaction with communication, teamwork and cooperation, support from supervisor and their general workplace environment. Respondents experienced lower levels of satisfaction with the performance development process, training and development opportunities, cooperation among work units and workload. Overall, 77 per cent of items met or exceeded the objective.

Performance development plans

In response to the employee satisfaction survey, Human Resources developed a framework, tools and training program for a new Learning Through Feedback performance development process. The process will be implemented and piloted during the next fiscal year.

Department Goal 4

Improve collaboration with and influence on education partners, departments, governments and institutions who have an impact on our clients

In-force service level agreements

- Contracts with 90 kindergartens/Department of Education
- Aliant/Department of Education
- Credit Union/Department of Education (funding and delivery of PEI Student Loan Program)
- Canada Millennium Scholarship Foundation/Department of Education
- Skills Development Agreement/Department of Education
- Interprovincial Computerized Examination Management System (all jurisdictions), Human Resources Development Canada (HRDC)/Department of Education
- Canadian Heritage Agreements on Second Language and Minority Language

Memoranda of understanding

- Children's Secretariat/Deputy Minister, Department of Education
- Holland College/Government of Canada/Department of Education
- Canadian Institute of Reading Recovery™/Department of Education
- Atlantic Provinces Community College Consortium/Department of Education
- Maritime Provinces Higher Education Commission/Department of Education
- Statistics Canada/Department of Education
- Organization for Economic Co-operation and Development (OECD)/Department of Education

Collaborative initiatives

- Children's Secretariat on Healthy Childhood Development
- Atlantic Advisory Committee on Health Human Resources (AACHHR)
- Holland College Accelerated Early Childhood Education Program
- Human Resource Planning for the Public Education System Phase 1
- Beginning Teacher Induction Program Survey
- Technology in Learning Web Access Survey
- Interprovincial Educational Forum
- Disability Management Workshop
- Development of job specifications for school board office positions
- UPEI Faculty of Education
- Eastern School District – Equal Chances for Learning
- PEI Literacy Alliance – Summer Tutoring Program for Kids

- National Literacy Secretariat – Provincial Literacy Initiatives Committee
- Department of Health – Healthy Living Strategy
- Eastern School District, Western School Board and La Commission scolaire de langue française – PISA, SAIP
- StorySacks – Provincial Correctional Services, PEI Women's Institute and Provincial Libraries
- Provincial Apprenticeship Board and Workplace Education PEI
- Literacy Summit – PEI Literacy Alliance, Holland College, UPEI, Laubach and Early Childhood Association
- Committee of Canada Directors of Apprenticeship – all jurisdictions and Human Resources Development Canada (HRDC)
- Joint registration agreements between Apprenticeship Board and Carpenters' Union and Apprenticeship Board and Labourers' Union
- Atlantic Apprenticeship Council (AAC) – three counterparts and the four Apprenticeship Board Chairpersons
- Premier's Council of Family Violence and Prevention

Department Goal 5 *Improve accountability*

Expenditure for kindergarten, grades 1 to 12 and post-secondary education:

- Kindergarten – \$1,904 per child, an increase of \$82 per child over last year
- Grades 1 to 12 – \$6,738 per child, an increase of \$689 per child over last year
- Post-secondary education – \$56,147,751 in total, an increase of \$3 million over last year

Value of cost-shared projects

- Early Childhood Development Association (ECDA) Grant – \$8,600 (Professional Development)
- ECDA Executive Director – \$12,500
- Interprovincial Computerized Examination Management System (ICEMS) – \$1.2 million
- Skills development – Apprenticeship Office and in-school training – \$962,000
- Canadian Heritage in 2003-04 – \$1,857,720.

Number and scope of program reviews

Any new occupational training program, to be introduced in a registered private training school, is assessed and approved according to Canadian industry standards by the Continuing Education and Training Division. Nine new programs were reviewed during this fiscal year.

- Maritime Provinces Higher Education Commission (MPHEC)
- Atlantic Advisory Committee on Health Human Resources (AACHHR)
- Policy, Planning and Evaluation facilitated seven evaluations on behalf of educational partners, including:

- A Teacher-Support Model for Intermediate Science
- Math Curriculum
- Allied Youth
- Are We There Yet? (Literacy Initiatives Secretariat)
- Teaching Strategies Workshops
- Summer Tutoring Program for Kids 2003
- Kindergarten Programs undertook 90 program reviews.
- Literacy/Adult Basic Education program was reviewed. In total, 85 per cent of recommendations were implemented.

Compliance status with the *French Language Services Act*

- Kindergarten Programs achieved 100 per cent compliance for public documents produced after the introduction of community-based publicly funded kindergarten.
- Translation of the Annual Report meets current guidelines.
- The evaluation of the Summer Tutoring Program for Kids 2003 was translated.
- Student Financial Services (Student Loan) forms are available in both official languages.

Private school inspections

- One hundred per cent of private schools (grades 1 to 12) were inspected.

Private Training schools

- Seven complaints in the private training sector were investigated.
- Environment reviews and student satisfaction surveys were conducted at 12 private training campuses.

Annual report submissions from educational partners (including the Department of Education)

- Project L.O.V.E. (Let Older Volunteers Educate)
- Laubach Literacy of Canada
- Holland College
- University of Prince Edward Island
- Workplace Education PEI
- PEI Literacy Alliance
- Eastern School District
- Western School Board
- La Commission scolaire de langue française de l'Île-du-Prince-Édouard
- Maritime Provinces Higher Education Commission (MPHEC)
- Canadian Council of Directors of Apprenticeship (CCDA)

Variance from net budget

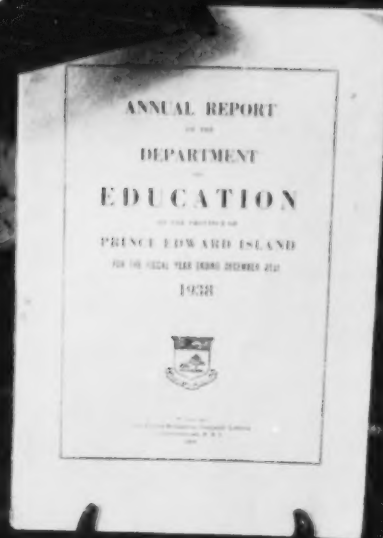
The department expended \$3,771,500 more than initially budgeted while collecting \$1,186,400 more revenue than initially budgeted. The department exceeded its initial net budget by \$2,585,100 representing a 1.2 per cent variance. In the previous year, ending March 31, 2003, the department had a net budget variance of 1.3 per cent or \$2,615,300.

Department Performance Against Original Budget¹

Budget Area	Original Budget 2003-2004	Forecast Budget 2003-2004
Policy, Planning and Evaluation	\$408,600	\$343,300
Finance and School Board Operations	\$148,954,700	\$151,978,000
Public Education (including kindergarten)	\$3,455,500	\$3,243,200
English Programs	\$2,923,800	\$2,864,900
French Programs	\$1,381,400	\$1,337,000
Student Services	\$2,381,200	\$2,423,100
Continuing Education and Training	\$55,099,900	\$56,195,800
Technology in Learning	\$3,932,500	\$3,923,800
Total Department	\$218,537,600	\$222,309,100
Revenue – All Sources	\$7,330,800	\$8,517,200
Net Department Budget	\$211,206,800	\$213,791,900
Other Budget Responsibility:		
Island Regulatory and Appeals Commission	\$1,065,100	\$1,065,100

¹Details of the budget can be found in the *Province of PEI Estimates of Revenue and Expenditure 2004*.

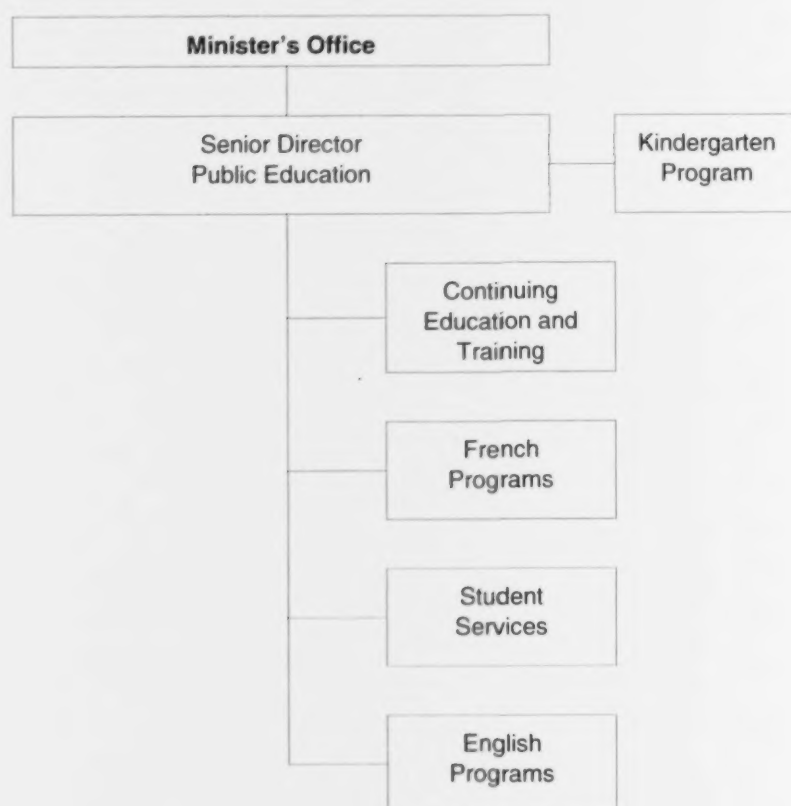
Division and Section Profiles



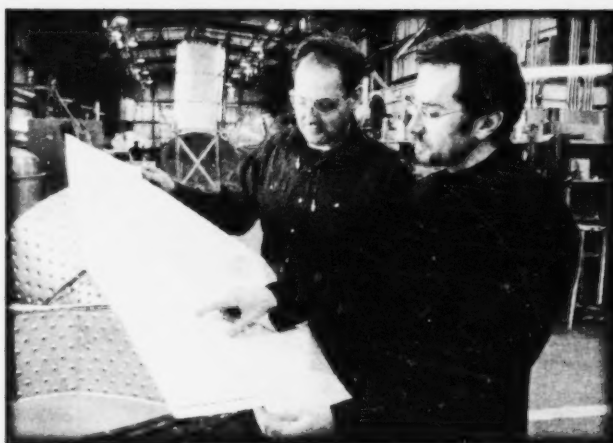


Department of Education

Public Education Branch







Continuing Education and Training

Mandate

The Continuing Education and Training Division improves and maintains high quality education and human development programs and services to students as lifelong learners and ensures that learners have access to post-secondary education.

Main Areas of Responsibility

The main responsibilities of the division are Post-Secondary Education, Private Training Schools, Apprenticeship Training, Literacy Initiatives Secretariat, Student Financial Services and the Registrar's Office.

Fiscal Year	2000-2001	2001-2002	2002-2003	2003-2004 ²
Human Resources (FTE)	19	16	18	21
General	\$ 810,728	\$ 885,298	\$ 868,448	\$ 959,833
Apprenticeship and Training	\$ 322,221	\$ 380,693	\$ 388,632	\$ 391,547
Post-secondary Grants	\$ 44,791,220	\$ 47,857,786	\$ 51,775,137	\$ 54,796,371
Total	\$ 45,924,169	\$ 49,123,777	\$ 53,032,217	\$ 56,147,751

²Unaudited figures Public Accounts will be published in December 2004.

Major Achievements

- The provincial student loan limit was increased from \$110/week to \$165/week, and the annual exemption for scholarships and income earned by students was increased.
- The GED (General Educational Development) Grade 12 equivalency diploma was successfully passed by 207 persons.
- Fifty-six apprenticeship students graduated, and 380 apprentices attended in-school technical training.
- A social marketing campaign was launched to encourage Islanders to consider a career in skilled trades and health care.
- The first 60-hour workplace education program, GAP (Guiding Administrative Professionals) for administrative support employees of the department was provided to employees in the Continuing Education and Training Division by Workplace Education PEI.
- Workplace Education PEI joined a Pan-Canadian project – Essential Skills Capacity Building.
- The province committed \$25 million to the UIPEI Building A Legacy campaign.
- Three hundred and sixty-five students received a Community Service Bursary.

Goals of Continuing Education and Training

- ▶ *Improve access for continuing education learners*
- ▶ *Improve support opportunities for continuing education learners*
- ▶ *Increase the level of learning of the citizenry*
- ▶ *Increase the skill level of the workforce relevant to PEI's economic development needs*
- ▶ *Increase learner satisfaction with divisional programs and services*
- ▶ *Increase learner satisfaction with continuing education's learning opportunities*
- ▶ *Increase employee satisfaction*
- ▶ *Increase the level of integration and co-operation within the continuing education system on PEI and among continuing education jurisdictions*

Activities

Post-secondary

- A new Bachelor's Degree in Education with specialization in French Immersion was introduced at UPEI in collaboration with the University of Moncton and the Department of Education.
- The total number of students enrolled in the Community Service Bursary Program was 616. Total number of registered not-for-profit organizations benefiting from student volunteers was 241. The total amount of bursaries earned by students was \$137,283.
- The province invested \$8.5 million to expand the Holland College Justice Institute at Slemon Park to enhance facilities and training for law enforcement officers and other justice personnel.
- The province invested \$3.5 million in new technology and learning facilities at the Holland College Marine Centre in Summerside.
- The division worked with partners to celebrate the Year of Learning and Innovation.
- La Société éducative de l'Î.-P.-É. was assisted in obtaining additional funding under skills development contribution agreement.
- The division worked with partners to establish an accelerated early childhood education and care program at Holland College.

Private Training Schools

- Three hundred and seventy-five persons graduated from vocational career programs at schools registered under the *Private Training Schools Act*.
- Staff partnered with the PEI Association of Career Colleges in presentations to high school counsellors and staff regarding a new provincial career-counselling service. The presentation described the role and programs of private vocational career schools.
- Nineteen private training schools were registered, two of which were based off-Island.
- The Web site for private training schools was extensively revised.

Apprenticeship Training

- Secondary students in Career Exploration Courses became eligible to receive 200 hours credit toward trades qualification.
- Fifteen Accelerated Secondary Apprenticeship Program (ASAP) participants graduated with skill and time credits in their trade.
- A new Apprenticeship Information System was implemented.
- The development of National Occupational Analysis for the Heavy Duty Equipment Technician was led by the PEI apprenticeship officer.
- The ASAP bursary fund reached two-thirds of its goal of \$100,000. Nine ASAP bursaries were awarded for a total value of \$9,000.
- Two newsletters were completed and distributed to apprentices, employers, schools and various interest groups.

Literacy Initiatives Secretariat

- Twelve hundred adults participated in the Literacy/Adult Basic Education Program that is funded by a partnership of provincial and federal government departments.
- Forty-five adult learners who completed their secondary learning plans were accepted into a broad range of post-secondary training.
- Workplace Education PEI, a partnership of business, labour and government, facilitated learning opportunities in the workplace for employed Islanders. Some milestones include:
 - A full-time workplace education instructor assisted 35 employees of Cavendish Farms in the development of their workplace essential skills. Eleven additional employees have had an initial assessment.
 - Twelve people participated in an introductory computer program in partnership with Ken Net.
 - Now in its third year of operation, 29 employees of the City of Charlottetown participated in the Personal Education Program (PEP).
 - In preparation for Red Seal Certification, Workplace Education PEI partnered with other agencies to develop and deliver: an 80-hour program for 16 cooks in the West Prince Area, an 80-hour program for 18 Island electricians in preparation for writing the Interprovincial Exam for Construction Electricians and an 80 hour program for eight plumbers in preparation for the Interprovincial Exam.
 - Workplace Education PEI was invited by SkillPlan BC to join in Essential Skills Capacity Building, a Pan-Canadian project which maintains the How do your Skills Measure Up? Web site www.towes.com/measureup.
 - Workplace Education PEI staff have participated in five conferences, both at the planning level and as workshop presenters across Canada and within PEI.
 - StorySacks in PEI Implementation Strategy was published. Early childhood educators from across the province, as well as the Education Coordinator at the Provincial Correctional Institute, have received certification as StorySacks Canada Facilitators. Twelve people are certified as StorySacks facilitators. Seventeen StorySacks were created to be circulated throughout the public library system.
- Eighteen participants from the Canada World Youth Canada/Jamaica exchange group received Laubach tutor training.
- Homework Help for Parents began development as a participatory workshop series.
- Two-year funding was received from the National Literacy Secretariat of HRSDC to support further implementation of the province's literacy strategy, Tough Challenges, Great Rewards.

Student Financial Services

- Student Financial Services visited seven Island high schools and held sessions on the student loans programs for interested graduating students.
- Student Financial Services extended an offer to PEI's Home and School Federation to make a presentation to parents about planning for their child's post-secondary education. Five schools invited Student Financial Services to make the presentation.
- Total full-time student loan funding issued to Island students increased by 13 per cent.

Registrar's Office

- The Registrar's Office worked to provide teaching service verification required by school boards.
- Two hundred and eighty-five teachers and approximately 700 substitute teachers were certified and authorized.
- The development of a database system for records related to the certification of teachers, teacher assistants and substitute teachers was initiated that will assist the Registrar's Office with licensing of these education professionals in the province.
- Regional talks, to examine methods of ensuring ease of licencing for teachers wishing to work in another Atlantic province, have progressed well with major issues being resolved, allowing most licenced teachers to gain full licencing in other Atlantic jurisdictions.
- One hundred and ten female students and 30 male students, between the ages of 15 and 17, attended the Encounters with Canada Program at the Terry Fox Centre in Ottawa. The department contributed \$18,000 to the cost of attendance of sponsored candidates.



English Programs

Mandate

The English Programs Division is responsible for providing English language curriculum and curriculum support services and resources to teachers and students from Grade 1 to Grade 12.

Main Areas of Responsibility

The division provides leadership, coordination and support in the development, in-service and maintenance of quality English curriculum, programs and resources for the Prince Edward Island public school system. The division also provides leadership development support to educators.

Fiscal Year	2000-2001	2001-2002	2002-2003	2003-2004 ³
Human Resources (FTE)	28	28	22	22
Human Resource Development	\$ 222,135	\$ 219,403	\$ 242,768	\$ 227,609
Programs General	\$ 417,909	\$ 460,988	\$ 391,425	\$ 374,090
Elementary Programs	\$ 743,314	\$ 1,015,604	\$ 867,479	\$ 878,389
Secondary Programs	\$ 993,994	\$ 1,143,891	\$ 1,032,206	\$ 782,893
Technology	\$ 662,067	\$ 889,156	(moved to Technology in Learning)	
Total	\$ 3,039,419	\$ 3,729,042	\$ 2,533,878	\$ 2,262,981

³ Unaudited figures Public Accounts will be published in December 2004.

Major Achievements

- A new science curriculum was developed and in-service was provided to teachers of grades 1, 3, 7 and 8.
- A series of literacy brochures titled, "Let's Talk About...", were published and distributed to all parents with children in grades 1 - 3.
- A training and learning year was provided for one Reading Recovery™ teacher to become certified as a Reading Recovery™ Teacher Leader.
- Guided reading resources were purchased and 10 Reading Recovery™ teachers were trained.
- Three additional high school Language Arts courses and two additional high school Math courses were implemented.
- Regional and provincial curricula were developed for piloting in the following areas: Science, Social Studies, Language Arts, Mathematics, Visual Arts and Careers.

Goals of English Programs

- ▣ *Improve curriculum, programs and services for students*
- ▣ *Improve resources to support learning and teaching*
- ▣ *Improve in-service, as well as other professional development, for educators*
- ▣ *Increase employee satisfaction*
- ▣ *Improve working relationships with all internal and external partners*

Activities

Primary/Elementary Education

- Grades 1 to 4 science curriculum was piloted, and grades 1 and 3 PEI/APEF science curriculum and a curriculum integration process were implemented.
- Social Studies curriculum for entry, and grades 1 through 6, as well as resources for entry and grades 1 through 3, were developed.
- Two full-time math mentors worked with grades 1 to 6 teachers.
- Grade 4, 5 and 6 PEI/APEF Reading Comprehension Assessment Resource was developed and new guided reading resources were purchased.
- Development of a revised grades 1 to 6 health curriculum continued.
- A Reading Recovery™ teacher was hired and trained to become a Reading Recovery™ Teacher Leader. Ten new Reading Recovery™ teachers were trained. There were a total of 43 Reading Recovery™ teachers in 44 schools.
- Work continued on the development of an outcomes-based visual arts curriculum for grades 1 to 6.
- The Summer Tutoring Program for Kids served approximately 600 students in a variety of public libraries and school settings.

Secondary Education

- Science curriculum was piloted in grades 9 and 10 and implemented in grades 7 and 8.
- Agriscience 801A received ongoing support.
- A new Canadian History 621A course was implemented and curriculum resources were developed for grades 7 and 8 Social Studies.
- Math 531A was piloted, and Math 611B and Math 431A were implemented.
- Three new high school language arts courses (English 621A, English 531A and Communications 801A) were implemented and a pilot was conducted in English 631.
- A Council of Atlantic Ministers of Education and Training (CAMET) resource, Cross Curricular Reading Strategies for Young Adolescents, was developed to support dependent readers at the intermediate level.
- New units in Grade 9 health, in the areas of Workplace Safety and Abuse Prevention, were field tested.
- Career Futures 801A was piloted, and a course in Food Service 801A was developed.
- Training sessions for teachers were conducted in AWAL (Applications of Workplace and Learning) and Portfolio Development.
- New resources were provided for Psychology, Automotive, Construction, Carpentry, Welding, Clothing and Housing courses.
- Sheet music was provided to all secondary music programs; grades 7 to 12 Honours Band, grades 7 to 12 Band Days, Maritime Band Festival and grades 7 to 12 Visual Arts.
- Local programs were supported in Digital Communications, Scottish Gaelic, Integrated Arts, Styles in Popular Music, Bluefield/Holland College Transitions and Robotics.
- Training sessions were provided for high school teams in the Teaching Strategies project.
- Newsletters were distributed to all schools, board staff and education partners.
- Joint program development continued in the following areas:
 - Safety with Occupational Health and Safety;
 - Agriculture with Agriculture Human Resource Council and
 - Career Technology, Career Exploratory courses, Transitions courses and Portfolio development with Holland College.

Professional Development

- Teacher librarians took part in the provincial primary science in-services.
- Resources were provided to support the Summer Tutoring Program for Kids.
- The division held monthly staff meetings, as well as elementary and secondary consultant meetings.
- A curriculum workshop day was held with all principals of elementary schools.
- Three professional development programs were offered in partnership with the school boards/district and the Prince Edward Island Teachers' Federation, including:
 - Beginning Teacher Induction Program
 - New Principal Induction Program
 - New Vice-principal Induction Program

- The following Leadership Development programs were offered:
 - Leader 1-2-3 Follow up
 - Module 1 – Working with People
 - Module 3 – Building a Learning Community was piloted and facilitators were trained to offer it provincially
 - Educational Leadership Seminar
 - PD Chairs + 1 Workshops
- Funding in the amount of \$40,000 was made available to support school-based and board-based professional development.
- Three sabbatical leaves for the 2003-2004 school year were granted.
- Funding was provided for 15 Island educators to attend the Developing Successful Schools Institute in New Brunswick, as well as a number of individual initiatives related to a leadership role.



French Programs

Mandate

The French Programs Division is responsible for developing, implementing, evaluating and supporting high-quality curriculum, programs and services to meet the needs of students in the public school system of PEI (Grade 1 to Grade 12) and provides opportunities for French language acquisition. These programs are made available to three sectors of the educational system: French first language, French immersion and core French

Main Responsibilities

The division provides leadership, coordination and support in the development, in-service and maintenance of quality curriculum programs and resources for French first language, French immersion and core French programs in the Prince Edward Island public school system. The division also provides opportunities for teachers and students to promote French education.

Fiscal Year	2000-2001	2001-2002	2002-2003	2003-2004 ⁴
Human Resources (FTE)	12	11	11	11
General	\$ 1,429,414	\$ 2,169,237	\$ 1,270,584	\$ 1,208,599
Total	\$ 1,429,414	\$ 2,169,237	\$ 1,270,584	\$ 1,208,599

⁴ Unaudited figures Public Accounts will be published in December 2004.

Major Achievements

- Teachers developed additional literacy strategies through training provided by two newly hired literacy mentors.
- Schools prepared action plans which included in-service for teachers on various strategies, gave tools to teachers to implement teaching strategies and promoted reading for all.
- *Lecture en fête*, a reading appreciation project, was provided for intermediate and senior high students.
- *Rencontre autour des mots*, a writing workshop, was offered as in-service to teachers from grades 1 to 12. A workshop for students in grades 4 to 11 was also provided on the same theme.
- Twenty-two teachers participated in a mentoring program available to all teachers of French first language, French immersion and core French.

French Program Goals

- ▣ *Improve curriculum, programs and services for students*
- ▣ *Improve in-service, as well as other professional development, for educators*
- ▣ *Increase employee satisfaction*
- ▣ *Improve working relationships with all internal and external partners*

Activities

- New resources, Mosaic and Communiquête, were implemented in the Grade 8 core French classroom.
- The development of new resources for grades 9 to 12 in French first language schools started.
- An Atlantic Provinces Education Foundation (APEF) committee began to develop a new resource, Atlantic Canada Reading Assessment, for students in grades 4, 5 and 6 in French immersion.
- New resources were purchased for social studies courses at the senior high level.
- A new social studies resource *Regard sur les provinces atlantiques* was launched in all French first language and French immersion Grade 6 classes. This piece of work was prepared by the APEF Social Studies committee.
- A new Atlantic Provinces Atlas, developed by the APEF Junior High Social Studies Committee, was distributed to all junior high and Grade 10 classes in French immersion and French first language schools.
- New resources were purchased for French Language Arts at the intermediate level in French immersion.
- An evaluation of the services of the French Programs Division on teaching in a minority setting and teaching a second language was completed.
- Resources for classroom libraries in both French immersion and French first language were provided.
- French books for school libraries were purchased at a cost of \$45,000.

- Literacy mentors and consultants provided resources to assist teachers in literacy development and instruction for French first language schools and French immersion schools and held literacy workshops for teachers and school principals of grades 1 to 8 and partnered with schools to provide workshops for parents in the area of literacy.
- The APEF French Committee completed a French first language resource for arts and culture.
- Consultants organized two book fairs to give teachers better access to books for their classroom libraries.
- The division participated in monthly joint staff meetings with the English Programs Division, Student Services Division and Technology in Learning Division.
- Learning opportunities were provided through the Department of Education in conjunction with the Employee Development Fund.
- New reference materials and teaching resources were added to the Professional Development library.
- The French for the Future conference for Grade 11 students of French immersion schools and French first language schools was organized in partnership with the University of Prince Edward Island, Canadian Parents for French and the school boards.
- Partnered with l'Association des professeurs d'immersion de l'Î.-P.-É. and l'Association des enseignants de langue françaises to organize a summer institute facilitated by author Dominique Demers.
- The division's newsletter, *Entre Profs*, was distributed to all teachers.
- The division collaborated with Canadian Parents for French in developing a video for Grade 1 French immersion parents, funding summer camps and contributing to the French Education Portal.
- Consultants collaborated directly with teachers and the community to bring forth the Festival des arts dramatiques, the annual science fairs, Heritage Fair, French Celebration Week, Rencontre autour des mots and Lecture en Fête.
- The educational needs of the schools were discussed with principals and school board officials of French immersion schools and French first language schools.
- A committee was struck with representatives of UPEI, the Department of Education and the PEI French Immersion Teachers Association to organize the Canadian Association of French Immersion Teachers Summer Institute.
- New teachers entering the French immersion, core French and French first language schools were received and welcomed.
- The division contributed to projects being sponsored by the PEI-Québec Agreement.



Programmes en français

Mandat

La Division des programmes en français est responsable d'élaborer, de mettre en oeuvre et d'évaluer des programmes d'études, des services et des initiatives de haute qualité pour répondre aux besoins des élèves du système scolaire de l'Î.-P.-É. (1^{re} à la 12^e année); d'assurer un soutien à cet égard et d'offrir des possibilités d'apprentissage de la langue française. Ces programmes sont dispensés dans trois secteurs du système scolaire : français langue première, immersion française et français de base.

Principales responsabilités

La Division assure le leadership, la coordination et le soutien en matière de perfectionnement, de formation interne et de maintien de programmes d'études de qualité et de ressources pour les programmes de français langue première, d'immersion française et de français de base du système scolaire de l'Île-du-Prince-Édouard. La Division préconise aussi les occasions pour les enseignants et les élèves de faire la promotion de l'éducation en français.

Année financière	2000-2001	2001-2002	2002-2003	2003-2004 ⁵
Ressources humaines (ETP)	12	11	11	11
Général	1 429 414 \$	2 169 237 \$	1 270 584 \$	1 208 599 \$
Total	1 429 414 \$	2 169 237 \$	1 270 584 \$	1 208 599 \$

⁵Chiffres non vérifiés. Les comptes publics seront publiés en décembre 2004.

Principales réalisations

- Deux mentors ont été recrutés pour aider les enseignants à acquérir de meilleures techniques d'enseignement en littéracie.
- Les écoles ont préparé des plans d'action, incluant une formation interne pour les enseignants sur diverses stratégies, et ont fourni des outils aux enseignants pour la mise en oeuvre des stratégies d'enseignement et la promotion de la lecture à tous les niveaux.
- Un projet d'appréciation de la lecture, Lecture en fête, a été offert aux élèves des écoles intermédiaires et secondaires.
- Un atelier de rédaction, Rencontre autour des mots, a été offert sous forme de formation interne aux enseignants de la 1^{re} à la 12^e année. Un atelier sur le même thème a également été offert aux élèves de la 4^e à la 11^e année.
- Vingt-deux enseignants ont participé à un programme d'encadrement et de mentorat offert à tous les enseignants de français langue première, d'immersion française et de français de base.

Objectifs des programmes en français

- ▣ Améliorer les programmes d'études, les programmes généraux et les services aux élèves
- ▣ Améliorer les occasions de formation interne et de perfectionnement professionnel des éducateurs
- ▣ Améliorer la satisfaction des employés
- ▣ Améliorer les relations de travail avec tous les partenaires internes et externes

Activités

- Les nouvelles ressources, Mosaic et Communiquête, ont été mises en place dans les classes de français de base de 8^e année.
- Nous avons débuté la préparation de nouvelles ressources pour les classes de français langue première de la 9^e à la 12^e année.
- Un comité de la Fondation d'éducation des provinces atlantiques (FEPA) a commencé la préparation d'une nouvelle ressource d'évaluation en lecture pour les provinces atlantiques qui s'adresse aux élèves d'immersion française de la 4^e, 5^e et 6^e année.
- Nous avons acheté de nouvelles ressources pour les cours de sciences humaines au niveau secondaire.
- Une nouvelle ressource en sciences humaines intitulée Regard sur les provinces atlantiques a été inaugurée dans toutes les classes de français langue première et d'immersion française de 6^e année. Le comité sur les sciences humaines de la FEPA est l'auteur de cette ressource.
- Un nouvel atlas des provinces atlantiques, préparé par le comité sur les sciences humaines du niveau secondaire de la FEPA, a été distribué à toutes les classes d'immersion française et de français langue première de niveau secondaire premier cycle et de 10^e année.
- Nous avons acheté de nouvelles ressources d'arts du langage pour le niveau intermédiaire d'immersion française.

- Une évaluation a été effectuée sur les services de la Division des programmes en français portant sur l'enseignement en milieu minoritaire et l'enseignement d'une langue seconde.
- Nous avons obtenu des ressources pour les bibliothèques des salles de classe des programmes d'immersion française et de français langue première.
- Nous avons investi 45 000 dollars dans l'achat de livres en français pour les bibliothèques des écoles.
- Des mentors et des conseillers en littéracie ont fourni des ressources pour promouvoir les activités des enseignants qui favorisent l'acquisition des capacités d'écriture et de lecture dans les écoles d'immersion française et de français langue première. Ils ont organisé des ateliers sur la littéracie pour les directeurs d'école et le personnel enseignant de la 1^{re} à la 8^e année. De plus, ils ont collaboré avec des écoles afin d'offrir des ateliers aux parents sur la littéracie.
- Le comité sur le français de la FEPA a produit une ressource en arts et culture pour le programme de français langue première.
- Des conseillers ont organisé deux salons du livre afin de donner aux enseignants un meilleur accès aux livres pour la bibliothèque de leurs salles de classe.
- La Division a participé aux réunions du personnel organisées chaque mois conjointement avec la Division des programmes en anglais, la Division des services aux étudiants et la Division de la technologie en apprentissage.
- Des occasions de formation ont été offertes par l'intermédiaire du ministère de l'Éducation dans le cadre du Fonds de perfectionnement du personnel.
- De la documentation et de nouvelles ressources d'enseignement ont été ajoutées à la bibliothèque de perfectionnement professionnel.
- La conférence Le français pour l'avenir a été organisée pour les élèves de 11^e année des programmes d'immersion française et de français langue première en collaboration avec l'Université de l'Île-du-Prince-Édouard (UPEI), Canadian Parents for French et les commissions scolaires.
- En partenariat avec l'Association des professeurs d'immersion de l'Î.-P.-É. et l'Association des enseignants de langue française, nous avons organisé un institut d'été animé par l'auteur Dominique Demers.
- Le bulletin de la Division, *Entre Profs*, a été distribué à tout le personnel enseignant.
- La Division a collaboré avec l'organisme Canadian Parents for French à la réalisation d'une vidéo pour les parents d'élèves de 1^{re} année d'immersion française; au financement de camps d'été et à la contribution au portail d'éducation en français.
- Des conseillers ont collaboré directement avec la communauté et le personnel enseignant à l'organisation du Festival des arts dramatiques, d'expo-sciences annuelles, de la foire du patrimoine, de la Quinzaine de la francophonie, de l'activité Rencontre autour des mots et de l'initiative Lecture en fête.
- Nous avons eu une rencontre avec des représentants des commissions scolaires et les directeurs d'écoles d'immersion française et de français langue première pour discuter des besoins d'éducation.
- Un comité a été créé, composé de représentants de UPEI, du ministère de l'Éducation et de l'Association des enseignants d'immersion française de l'Î.-P.-É., afin d'organiser la rencontre estivale de la Canadian Association of French Immersion Teachers.
- Nous avons accueilli de nouveaux enseignants pour les programmes d'immersion française, de français de base et de français langue première.
- La Division a contribué à des projets parrainés dans le cadre de l'Entente entre l'Î.-P.-É. et le Québec.



Student Services

Mandate

The Student Services Division provides learning supports and services to students and teachers in the public school system. It works closely with school boards and partners with other government departments and community organizations on student services issues and initiatives.

Responsibilities

Student Services Division is responsible for special education, youth programs and services, career development, school athletics, Active Healthy School Communities, education programs for youth at the Provincial Adolescent School, school counselling support, tutoring, services for children who have visual or hearing impairments, Aboriginal and diversity education issues, home schooling and assistive technology.

Fiscal Year	2000-2001	2001-2002	2002-2003	2003-2004 ⁶
Human Resources (FTE)	14	9	13	17
General	\$ 1,781,446	\$ 2,102,649	\$ 2,249,775	\$ 2,255,018
Youth	--	\$ 12,557	\$ 10,608	(included above)
Total	\$ 1,781,446	\$ 2,115,206	\$ 2,260,383	\$ 2,255,018

⁶Unaudited figures. Public Accounts will be published in December 2004.

Major Achievements

- Workshops offered to educators on Comprehension Strategies for Struggling Readers
- Tutoring hours allocated specifically to support Aboriginal students
- Expansion of Take Our Kids to Work initiative within the Provincial Public Service
- Summer Institute – Orchestrating Success with author and presenter Dawn Reithaug. Topics included: Writing Positive and Practical Behaviour Plans, Adapting and Modifying Curriculum and Successful Reading Strategies
- Partnered with English Programs to field test and provide in-service for a new program: Choices for Positive Youth Relationships, for Grade 9 students at six intermediate schools

Goals of Student Services

- ▣ *Improve accessibility to programs and services*
- ▣ *Improve inclusionary practice*
- ▣ *Improve programs and services for students*
- ▣ *Improve resources to support learning and teaching*
- ▣ *Improve in-service, as well as other professional development, for educators*
- ▣ *Improve working relationships with all internal and external partners*
- ▣ *Improve accountability*

Activities

- Seven senior high school students participated in the Interchange Program.
- Eight devices were purchased to assist and support students who are deaf or hard of hearing.
- Fifty-three devices and software packages were purchased to support students with special educational needs.
- Thirty-nine Grade 9 students participated in a Provincial Public Service initiative as part of the new initiative, Take Our Kids to Work.
- Over 1,800 Grade 7 students received the Peer Education Program on alcohol, tobacco, marijuana and decision-making.
- Sixteen students and seven teacher advisers attended the annual Canadian Student Council Leadership Conference.
- The division assisted in the development and delivery of an information session to parents, Protecting Children from Sexual Abuse.
- New Atlantic Provinces Special Education Authority (APSEA) service plans were implemented.
- New resources have been added to the Autism Library which provide accurate and age-appropriate information to peers of students with autism or other special needs.

- APSEA staff served a total of 39 students who are blind or visually impaired, ranging in age from 36 months to 20 years. This included 33 children who were school-aged and six preschoolers.
- Twenty-one students participated in short-term placements at the APSEA Centre in Halifax, NS.
- Thirty-eight students received tutoring in English as a Second Language, 14 Aboriginal students received individualized tutoring, and 53 students received tutoring support as a result of illness, accident and/or other medical conditions.
- Three autism consultants returned to their school boards in September and provided over 100 individual consults and/or assessments. Three additional autism teacher leaders, mentored by the autism coordinator, began their training in September and provided 75 individual student consults and assessments.
- Thirty individual English as a Second Language consults were completed.
- Over 250 youth attended the annual Allied Youth Conference.
- Ten, 90-minute presentations from staff of Addiction Services, were provided to students at the Provincial Adolescent School.



Kindergarten Programs

Mandate

This section provides policy, program and funding advice to government. It supports kindergarten programs within the early childhood system to ensure Island children have a high-quality, early-learning experience.

Main Areas of Responsibility

The Kindergarten Programs Section administers the provincial kindergarten program. In doing so, the section funds a core kindergarten program, develops and implements curriculum, and provides curriculum resources to English, French and Immersion Kindergarten Programs.

Fiscal Year	2000-2001	2001-2002	2002-2003	2003-2004 ⁷
Human Resources (FTE)	2	4	7	7
Administration	\$ 182,217	\$ 145,115	\$ 179,899	\$ 161,730
Kindergarten	\$ 1,690,845	\$ 2,748,387	\$ 2,924,039	\$ 2,957,298
Total	\$ 1,873,062	\$ 2,893,502	\$ 3,103,938	\$ 3,119,028

Major Achievement

- Kindergarten Programs established a minimum salary for early childhood educators in the kindergarten system.

⁷ Unaudited figures Public Accounts will be published in December 2004.

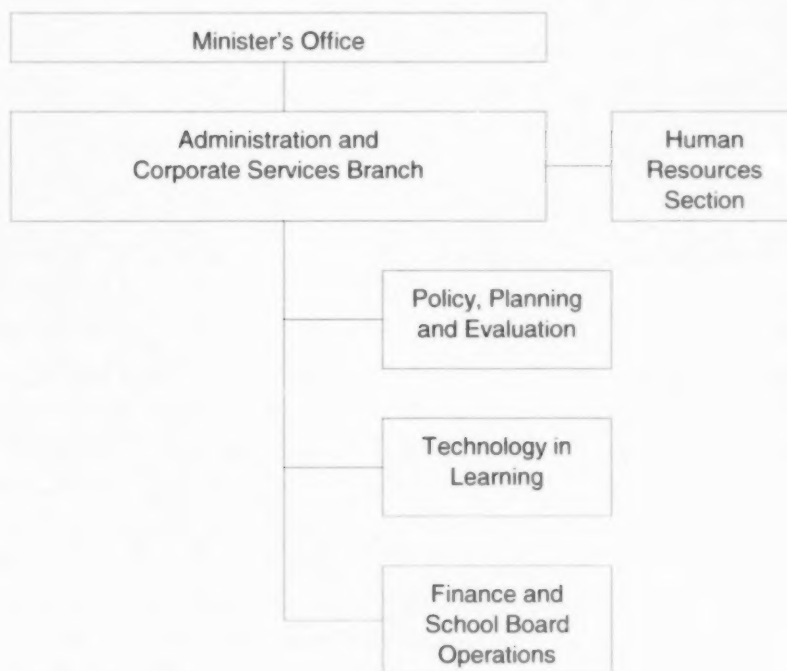
Goals of Kindergarten Program

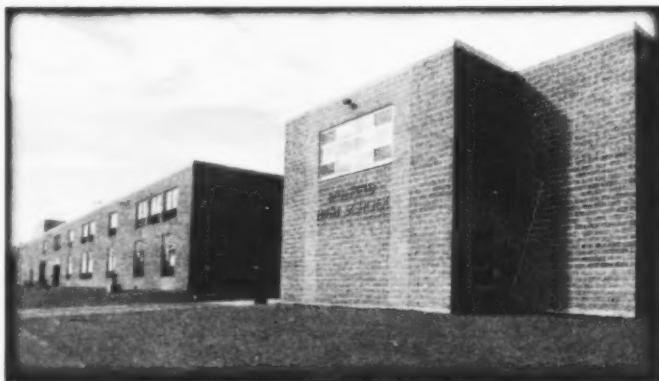
- ▣ *Contribute to the development of a comprehensive Early Childhood System in Prince Edward Island, by providing a creative and unique community-based kindergarten system grounded in how children learn and develop, which maximizes opportunities for all children*
- ▣ *Appreciate and build upon existing community-based programs, acknowledging best practices and diversity*
- ▣ *Balance flexibility and responsiveness to the needs of families and communities with fairness and consistency to all partners*
- ▣ *Address human resource issues (for example, wages, benefits, working conditions and training)*
- ▣ *Promote a system that is effective, cost-efficient and accountable*
- ▣ *Provide good communications to Early Childhood Educators, parents and the community on the ongoing development of the program*

Activities

- Nineteen “new-to-kindergarten” educators received two days in-service training in the Atlantic Provinces Education Foundation (APEF) curriculum (math and language arts).
- A minimum salary for early childhood educators working in kindergarten was introduced.
- The section continued to provide support from kindergarten mentors to kindergarten educators in the integration/implementation of the curriculum outcomes within child-centred, play-based programs.
- An Accelerated Early Childhood Education and Care Program at Holland College was established through work with partners.
- Field tests for the Social Studies resource in English Kindergarten Programs were completed.
- Regional meetings and mini-workshops were held in each of the four regions of the province (West Prince, East Prince, Queens and Kings) to continue supporting curriculum integration/implementation.
- Five new kindergarten programs opened (three English, one French and one French immersion).
- Literacy workshops were provided for French first language early childhood educators.
- Financial support was provided to francophone educators interested in attending a conference in New Brunswick.
- Cost of funding was shared with the Department of Health and Social Services to enable the Early Childhood Development Association to hire an executive director.

Administration and Corporate Services Branch





Finance and School Board Operations

Mandate

The Finance and School Board Operations Division provides administrative and financial support services to the department and public school system in compliance with legislation and established government and department policies. The division provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards in carrying out their mandate.

Main Areas of Responsibility

The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, teacher pension administration, the School Construction and Repair Program, Occupational Health and Safety and liaison with school boards.

Fiscal Year	2000-2001	2001-2002	2002-2003	2003-2004 ⁸
Human Resources (FTE)	22	22	22	20
Administration	\$ 1,549,634	\$ 1,441,203	\$ 1,332,670	\$ 1,399,732
PLMDC	\$ 1,177,523	\$ 1,224,433	\$ 1,617,125	\$ 1,356,878
Grants to School Boards	\$ 131,263,670	\$ 136,052,815	\$ 138,550,486	\$ 150,313,703
Total	\$ 133,990,827	\$ 138,718,451	\$ 141,500,281	\$ 153,070,313

⁸Unaudited figures Public Accounts will be published in December 2004.

Major Achievements

- Upgraded school board payroll system
- Improved pay stub and T4 formats for school board employees
- Started the development of an Occupational Health and Safety Program in conjunction with school boards
- Implemented the Equal Chances at Learning Program
- Received Treasury Board approval to transfer administration of the Teachers' Superannuation Fund to Employee Benefits in the Provincial Treasury
- Started renovation projects at Bluefield High School and Summerside Intermediate School

Goals of Finance and School Board Operations

- ▶ *Improve the quality of service to internal and external clients*
- ▶ *Increase employee satisfaction*
- ▶ *Improve accountability between school boards and the minister*
- ▶ *Ensure the department meets its budget targets*

Activities

- Kindergarten and grades 1 to 12 were supplied (70 schools and 90 kindergartens) with materials.
- Provided leadership to the Department Management Team in the development of the annual budget.
- The school board payroll system was migrated from the mainframe to a server environment. This resulted in improvements to system performance and screen "friendliness."
- The division participated with the school boards to develop an Occupational Health and Safety Plan for the school system.
- One hundred per cent of employees in the division responded to the Employee Satisfaction Survey.
- Approximately 85 per cent of staff were satisfied or very satisfied working for the department.
- The division supported professional development and training opportunities for employees.
- Regular staff meetings were held to discuss issues and provide updates on the progress of projects.
- The division met regularly with business directors from the three school boards to discuss administrative issues. These meetings helped to improve communication between the department and the boards.
- The unit participated in all regularly scheduled meetings between senior management groups of the school boards and the department's management team which resulted in improved information exchange and open communication lines.
- Further examination was conducted on implementing a new Financial Information System (FIS) and payroll system for the school boards.

- The department expended \$3,771,500 more than initially budgeted while collecting \$1,186,400 more revenue than initially budgeted.
- The department exceeded its initial net budget by \$2,585,100 representing a 1.2 per cent variance.



Policy, Planning and Evaluation

Mandate

The Policy, Planning and Evaluation Division provides guidance, advice and specialized support to the department's branches, divisions and sections in the implementation of their respective mandates.

Main Areas of Responsibility

The division has responsibility for the strategic planning processes, student assessment, program evaluation, research and analysis, policy development processes, records management, interdepartmental and intergovernmental affairs issues and special projects.

Fiscal Year	2000-2001	2001-2002	2002-2003	2003-2004
Human Resources (FTE)	6	6	5	6
General	\$ 536,775	\$ 283,020	\$ 260,801	\$ 279,932
Assessment and Evaluation	\$ 44,214	\$ 75,005	\$ 53,329	\$ 64,455
Total	\$ 580,989	\$ 358,025	\$ 314,130	\$ 344,387



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Assessment and Evaluation	\$ 44,214	\$ 75,005	\$ 53,329	\$ 64,455
Total	\$ 580,989	\$ 358,025	\$ 314,130	\$ 344,387

Major Achievements

- Increased capacity to provide support to the department's branches, divisions and sections in the main areas of responsibility
- Increased the integration of planning, evaluation and monitoring results into the work of the department

Goals of Policy, Planning and Evaluation

- ▣ *Improve the process for program (project) evaluation*
- ▣ *Improve the quality of the department policy development process*
- ▣ *Improve the quality of leadership, information and advice to the department on strategic planning*
- ▣ *Increase employee satisfaction*
- ▣ *Improve the quality of innovative partnerships*
- ▣ *Improve the process used in monitoring department results*

Activities

- Redefined the duties and responsibilities of several divisional positions in order to provide specialized support for the department's needs.
- Began the development of a province-wide model for school-improvement planning.
- Provided leadership and advice in the development and implementation of information management resources, e.g., Department of Education Web site, Records Management and Trevlac.
- Led the development of a logic model and work plan for the implementation of an innovative community education centre in Prince County.
- Implemented the use of logic models for the development of projects and programs.
- Developed and implemented the use of a standard program evaluation framework.
- Coordinated the department's responses to questions tabled in the Legislature.
- Developed a work priority setting process for French Programs Division.
- Designed surveys in conjunction with Student Services Division and the Beginning Teacher Induction Program Committee and revised the survey instruments utilized by Continuing Education and Training in the evaluation of the Adult Basic Education program.
- Liaised with and provided data to Statistics Canada for use in the Principals' Statistical Report.
- Provided leadership and coordination to the department in meeting the requirements of the *Freedom of Information and Protection of Privacy Act*.
- Facilitated the development of Strategic Directions for Human Resource Planning in the Public Education System: Phase I Instructional Staff by providing planning leadership and expertise.

- Assisted the Technology in Learning Division in the development of the division's strategic plan by providing leadership and planning expertise.
- Provided advice on the content and the process for the development of a five-year operational plan for Student Financial Services.
- Provided leadership, planning and process support and advice to the department on workload management issues.
- Advised the Department of Community and Cultural Affairs on interpretation of the Employee Satisfaction Survey and on the development of strategies to address the identified priorities.
- Provided leadership, planning and advice for the departmental Learning Through Feedback initiative.
- Provided leadership through chairing the Federal-Provincial Working Group on Career Promotions.
- Met or exceeded the standard for employee satisfaction in 97 per cent of items outlined in the Employee Satisfaction Survey.
- Coordinated the provincial delivery of the Programme for International Student Assessment (PISA) 2003 where 1,500 15-year-olds took part in a low stakes, international standardized assessment. Results to be released in December 2004.
- Provided evaluation support and advice for Healthy Active Living Strategy.
- Coordinated the provincial involvement in the Student Assessment Indicators Program (SAIP) Science III assessment to be delivered in April 2004.



Technology in Learning

Mandate

The Technology in Learning Division is responsible for providing support and services for Communication and Information Technology (CIT) to public schools, the department and school board offices.

Main Areas of Responsibility

The division provides leadership in the development of policies, procedures and standards for the use and delivery of technology in the department and the public school system. The division offers quality technical support, and research and evaluation to clients for computer hardware, software, WAN and LAN networks, information systems and infrastructure, as well as quality professional support in curriculum development and CIT integration.

Fiscal Year	2000-2001	2001-2002	2002-2003	2003-2004 ⁹
Human Resources (FTE)	24	23	31 (+ 7) ¹⁰	38
Systems and Technology Services	\$ 2,506,229	\$ 2,831,961	\$ 2,640,885	\$ 2,828,699
Technology in Education	(see English and French Programs)	(see English and French Programs)	\$ 723,731	\$ 1,072,144
Total	\$ 2,506,229	\$ 2,831,961	\$ 3,364,616	\$ 3,900,843

⁹ Unaudited figures Public Accounts will be published in December 2004.
¹⁰ As a result of reorganization, additional FTEs were added in January 2003

Major Achievements

- Technology in Learning staff provided on-site support to over 900 teachers in 51 schools and technology professional development to 90 teachers through summer institutes.
- Equal Chances at Learning program delivered 30 computers to low income families.
- Computers for Schools program refreshed 893 computers in the public school system.
- GroupWise Web access e-mail accounts were provided to 1,500 teachers.
- Technology in Learning electronic newsletter was created and disseminated.
- Assisted in teachers developing 331 Web site projects with their students and funding was increased by 64 per cent.
- In total, 1,906 high school students participated in 84 sections of Communication and Information Technology (CIT) related courses throughout Island high schools.

Goals of Technology in Learning

- ▶ *Improve the quality of technical support*
- ▶ *Improve the quality of curriculum support*
- ▶ *Improve client satisfaction*
- ▶ *Improve employee satisfaction*
- ▶ *Improve the quality of research and evaluation*
- ▶ *Improve the quality of policies and standards*

Activities

- Two field supervisors were hired and systems and technology services (SATS) was restructured to improve workload.
- Two additional school technicians were hired.
- Standards governing new and used computers were developed.
- Standards for school wiring were developed.
- All school servers were replaced.
- Minimum standard for school computers was increased to Pentium II 266Mhz.
- Standard server and desktop images were implemented.
- Consultants and facilitators provided on-site support to over 900 teachers in CIT professional development.
- Ninety teachers received CIT professional development through summer institutes.
- Teachers developed 331 Web site projects with their students and received \$228,600 from the GrassRoots Program. This was an increase from 143 projects and \$81,900 the year before.
- Grade level committees were established to refresh the information technology skills continuum.

- A software evaluation process was developed.
- GroupWise Web access was piloted in three schools for student use.
- Computers for Schools program refreshed 893 computers in the public school system.
- Student administration software in high schools was upgraded to Trevlac Version 7.
- Inspiration software was rolled out to all schools to support technology integration.
- Internet browsers were upgraded in all schools to Internet Explorer Version 6.
- Department of Education Web site was redesigned using corporate standards.
- The division participated in the development of the Council of Ministers of Education, Canada (CMEC) Pan-Canadian Online Learning Portal.
- Five hundred and fifty end-of-lease computers to be retained for use in schools were bought out.
- Twelve employee computers were refreshed with new laptops or desktops.



Human Resources

Mandate

The Human Resources Section¹¹ provides services to the department in the administration of staffing, classification, personnel, payroll, collective agreements and professional development.

Main Areas of Responsibility

The division is responsible for: development and training, performance development, human resource policy and planning, as well as chairing the Workplace Wellness, Professional Development Day and Employee Development Fund Committees.

Major Achievements

- The report on human resource requirements for the education system entitled Strategic Directions for HR Planning was completed.
- The Employee Development Fund benefited 158 employees.
- Eighty-nine per cent of staff participated in the voluntary, departmental Employee Satisfaction Survey.
- The framework, tools and training for a new performance development process were developed.
- One hundred and thirty staff attended Connecting the Dots to Lifelong Learning, the departmental Professional Development Day.
- The Workplace Wellness initiatives had an average employee participation rate of 45 per cent.

¹¹ Human resources and expenditure for this section are embedded in the profile of the Finance and School Board Operations Division.

Goals of Human Resources

- ▣ *Improve the quality of services to internal and external clients*
- ▣ *Increase the level of satisfaction with a positive work environment*
- ▣ *Improve the quality of human resource planning*

Activities

- An information package for new supervisors on human resource policies and procedures was developed.
- Family violence information and awareness sessions were held for all staff.
- To improve the orientation package for new, temporary employees, an orientation checklist was developed.
- A new performance review form for temporary, casual and student employees was developed.
- Departmental HR Strategic Plan was implemented.
- Seven exit interviews with departing employees were completed.
- The provincial Critical Incident Stress Management Policy was implemented. Training was conducted for all managers, supervisors and directors.
- The rollout of Employee Satisfaction Survey 2003 to divisions seeking feedback on results to determine strategies was completed.
- A survey of staff in flexible hour and compressed work week schedules to determine satisfaction levels with policies and to identify improvements required was completed.
- Human resource planning sessions were conducted with each director for the upcoming four-year period.
- The Employee Development Fund Committee approved the funding of 63 individual applications, in addition to seven group applications, representing 95 more individuals.
- The departmental Professional Development Day was evaluated at 8.4 out of 10.



Appendixes

Appendix A

Enrolment in Prince Edward Island Education System

University of Prince Edward Island Enrolments			
School Year	Full-time	Part-time	Veterinary
1992/93	2,507	914	194
1993/94	2,473	776	196
1994/95	2,318	588	200
1995/96	2,204	477	197
1996/97	2,200	497	208
1997/98	2,198	483	216
1998/99	2,175	480	222
1999/00	2,322	498	232
2000/01	2,462	602	239
2001/02	2,513	566	231
2002/03	3,030	569	232
2003/04	3,013	589	291

Holland College Enrolments				
School Year	Full-time	Part-time	Institute of Adult and Community Education (IACE)	
			Full-time	Part-time
1993/94	2,322	9,289		
1994/95	2,305	8,341		
1995/96	2,351	7,231		
1996/97	2,228	7,701		
1997/98	2,451	7,255		
1998/99	2,567	6,679	459	1,474
1999/00	2,529	6,211	592	1,546
2000/01	2,379	6,707	640	1,462
2001/02	2,347	8,986	521	1,971
2002/03	2,366	7,422	374	1,670
2003/04	2,492	7,554	355	1,382

La Société éducative de l'Î.-P.-É.		
School Year	Full-time and Part-time	Collège de l'Acadie
1998/99	487	22
1999/00	816	17
2000/01	836	21
2001/02	254	23
2002/03	171	17
2003/04	225	17



Eastern School District

**Eastern School District
Enrolment by School and Grade
as of September 30, 2003**

School Code	School Name	Grades												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
310	Charlottetown Rural High School										362	320	353	1,035
311	Colonel Gray Senior High										277	323	318	918
314	Bluefield High										265	284	282	831
320	Birchwood Junior High							135	162	163				460
321	Queen Charlotte Jr. High							192	181	207				580
323	Stonepark Junior High							282	285	252				819
324	East Wiltshire Junior High							195	218	196				609
340	Glen Stewart Elementary	115	99	119	93	109	124							659
341	Central Queens Elementary	33	31	41	38	43	44							230
342	Eliot River Elementary				142	152	140							434
343	L. M. Montgomery Elem.	45	48	63	58	72	71							357
344	Donagh Regional	16	20	18	22	19	18	14	18	16				161
345	Englewood School	26	19	31	20	27	29	35	25	23				235
346	Parkdale Elementary	17	21	23	19	22	32							134
347	Prince Street Elementary	49	47	57	60	59	42							314
348	Gulf Shore Consolidated	28	32	25	28	40	43	37	43	47				323
349	Sherwood Elementary	84	92	86	87	91	109							549
350	Westwood Primary	129	133	132										394
351	Spring Park Elementary	81	69	79	69	78	70							446
354	St. Jean Elementary	25	26	28	31	32	41							183
355	West Kent Elementary	24	31	12	22	18	28							135
356	West Royalty Elementary	70	56	73	77	77	78							431
357	Grand Tracadie Elementary	5	7	9	10	9	8							48
410	Montague Regional High										224	250	266	740
411	Morell Regional High									99	83	66	97	345
412	Souns Regional High									82	90	80	84	336
420	Montague Intermediate							76	81	158				315

**Eastern School District
Enrolment by School and Grade
as of September 30, 2003**

School Code	School Name	Grades												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
440	Belfast Consolidated	16	21	22	28	34	36	32	34	28				251
441	Cardigan Consolidated	18	21	14	26	25	21	26	40					191
442	Dundas Consolidated	9	7	12	10	11	6	10	9					74
443	Eastern Kings Consolidated	5	17	5	12	7	10	11	10					77
444	Fortune Consolidated	14	23	27	27									91
445	Georgetown Consolidated	10	14	10	9	15	8	16	14					96
446	Montague Consolidated	82	62	77	70	67	68							426
447	Morell Consolidated	19	24	20	25	39	26	37	23					213
448	Mt. Stewart Consolidated	10	8	12	13	11	11	10	15					90
449	Rollo Bay Consolidated					29	35	25	23					112
450	Souris Consolidated	15	27	28	28	21	40	27	38					224
451	Southern Kings Consolidated	33	40	38	37	50	33	37	46					314
452	St. Peter's Consolidated	10	11	12	15	12	15	11	10					96
453	St. Teresa's Consolidated	9	9	5	10	6	11	6	7					63
454	Tracadie Cross Consolidated	5	16	18	13	18	18	10	7					105
455	Vernon River Consolidated	16	23	21	25	25	39	20	25	37				231
	Total	1,018	1,054	1,117	1,124	1,218	1,254	1,244	1,314	1,308	1,301	1,323	1,400	14,675



WESTERN SCHOOL BOARD
of Prince Edward Island

**Western School Board
Enrolment by School and Grade
as of September 30, 2003**

School Code	School Name	Grades												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
113	Westisle Composite High										267	249	221	737
122	Hernewood Junior High							135	145	131				411
123	M.E. Callaghan Junior High							106	106	113				325
130	Tignish Elementary	44	37	46	35	51	55							268
131	Alberton Elementary	43	38	41	28	32	43							225
132	Bloomfield Elementary	29	42	32	33	41	29							206
133	O'Leary Elementary	38	32	36	31	35	42							214
134	Ellerslie Elementary	22	23	34	36	38	26							179
135	St. Louis Elementary	22	27	24	27	29	31							160
211	Kensington Intermediate/Sr. High							68	92	86	70	79	89	484
212	Kinkora Regional High									44	47	47	53	191
215	Three Oaks Senior High										300	315	302	917
220	Summerside Intermediate							217	205	222				644
221	Athena Consolidated	33	34	53	44	42	56	53	48	58				421
222	Miscouche Consolidated	25	35	25	28	28	29	36	26	25				257
231	Amherst Cove Consolidated	18	25	25	24	27	21	26	24					190
232	Elm Street Elementary	54	70	70	86	89	98							467
233	Queen Elizabeth Elementary	64	70	66	55	85	65							405
234	Somerset Elementary	14	27	23	29	21	26	22	32					194
236	Parkside Elementary	33	42	36	27	54	44							236
237	Greenfield Elementary	90	91	83	48	45	56							413
270	Alternative Education Class								2	16	2			20
	Total	529	593	594	531	617	621	663	680	695	686	690	665	7,564



**La Commission scolaire de langue française
Enrolment by School and Grade
as of September 30, 2003**

School Code	School Name	Grades												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
510	École Évangéline	27	21	29	28	13	26	34	27	37	39	32	35	348
511	École François-Buote	22	19	23	11	19	14	13	18	17	19	13	17	205
512	École St-Augustin	9	3	4	6	1	1							24
513	École-sur-Mer	8	11	7	5	2	3							36
514	Centre scolaire communautaire française de Prince-Ouest	7	8	5	7	1	4	4	4					40
515	École français de Kings-Est	6	2	5										13
	Totals	79	64	73	57	36	48	51	49	54	58	45	52	666

**Private Schools
Enrolment by School and Grade
as of September 30, 2003**

School Code	School Name	Grades												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
940	Immanuel Christian School	6	3	4	3	3	4	2	5	2				32
941	Full Circle Co-operative School					1	1	2	2	1	1	1	2	11
965	Fair Isle Adventist School		1		1		1	1						4
970	Grace Christian	12	12	11	16	11	14	8	14	10	14	4	5	131
	Total	18	16	15	20	15	20	13	21	13	15	5	7	178

**Provincial Total Enrolments
as of September 30, 2003**

	Grades												
	1	2	3	4	5	6	7	8	9	10	11	12	Total
Eastern School District	1,018	1,054	1,117	1,124	1,218	1,254	1,244	1,314	1,308	1,301	1,323	1,400	14,675
Western School Board	529	593	594	531	617	621	663	680	695	686	690	665	7,564
French School Board	79	64	73	57	36	48	51	49	54	58	45	52	666
Private School	18	16	15	20	15	20	13	21	13	15	5	7	178
Total	1,644	1,727	1,799	1,732	1,886	1,943	1,971	2,064	2,070	2,060	2,063	2,124	23,083

Student Financial Services Statistics 2003/2004				
Canada/PEI Programs:				
	Students Assisted	Percentage Change	\$ Amount Issued	Percentage Change from 2002/2003
Canada Student Loan (CSL) Full-time	3,585	5.7%	\$18,085,138	5.4%
PEI Student Loan (PSL) Full-time	2,250	9%	7,894,856	36%
Canada Student Loan Part-time	60	-38.7%	105,856	-53%
Canada Study Grants:				
Permanent Disabilities	51		124,631	-23%
High Need Disability	—		—	
Female Doctoral Students	—		—	
High-need Part-time	107		106,180	-27%
Students with Dependents	143		166,110	-15%
PEI Debt Management Programs:				
PEI Debt Reduction Grant	414	39%	1,137,886	34%
Island Student Awards	1240	9%	744,000	9%
Canada Millennium Bursary	348	-20%	1,228,929	-11%
Total Funds Disbursed to Students			\$29,593,586	

Note: The total funds disbursed to students in 2003/2004 increased 10.3% over the previous year's total funds disbursed.

Breakdown of Assistance						
	# Assisted	CSL Total	# Assisted	PSL Total	# Assisted	CSG Total
University of PEI	1,364	\$6,649,420	789	\$2,378,955	74	\$87,225
Holland College	528	2,520,651	243	744,634	18	19,335
Other: PEI	285	1,427,563	138	519,316	22	24,315
Total PEI	2,177	\$10,597,634	1,170	\$3,642,905	114	\$130,875
Out of Province	1,408	7,487,504	1,080	4,251,951	29	35,235
Total	3,585	\$18,085,138	2,250	\$7,894,856	143	\$166,110



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